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ABSTRACT

Questionnaires were mailed to parents of the 55 sixth graders in the 1988-89 year-round school pilot program in Conroe Independent School District in Texas and to those of sixth graders on the district's traditional calendar to determine parent perceptions and satisfaction regarding the year-round school calendar. The document also reviews the historical background of year-round schooling, summarizes 10 studies on parent attitudes toward year-round schooling, and describes the methodology for the current study. Parent perceptions of the effect of year-round and traditional school calendars are grouped into four categories: (1) family schedules, school-related activities, and student attendance; (2) student grades, achievement, homework, discipline, and enjoyment of school; (3) parent-school communication; and (4) student learning retention. Next, the "grades" parents assigned to their children's schools are reviewed along with parents' choices for future programs and their reasons for choosing the year-round school. A final section summarizes study findings and offers recommendations for repetition of the study and for further research. Included are 25 tables and 12 graphs as well as the Spanish and English versions of the letter of transmittal and school calendar parent survey. (35 references) (CLA)

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PARENT SATISFACTION WITH YEAR-ROUND AND TRADITIONAL SCHOOL CALENDARS IN CONROE INDEPENDENT SCHOOL DISTRICT

by
Geraldine Baker

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A research paper
submitted in partial fulfillment
of the requirements for the degree of Master of Education
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CHAPTER I
INTRODUCTION

GENERAL INTRODUCTION

The year-round-school has existed since 1841 when a U.S. Government survey reported eleven-month school calendars in eight major eastern and midwestern cities.[1] Since that time, educators have experimented with various arrangements of the school calendar with regard to starting and stopping dates, holidays and vacations, tracking systems and number of days of schooling per year. All of these, individually and collectively referred to as year-round education or the year-round school, seek to accomplish any one or more of the following goals: accommodation of additional students in existing facilities, savings on building costs, accelerated graduation dates, and the improvement of the quality and quantity of education with respect to achievement, remediation, and enrichment. Some researchers have found that parental attitudes have been a key factor in the continuance or demise of year-round-school programs.

STATEMENT OF THE PROBLEM

As with any school program, if the year-round school calendar is to survive, parental support is necessary.

PURPOSE OF THE STUDY

The purpose of this study to measure levels of parental satisfaction with the year-round and traditional school calendars.

IMPORTANCE OF THE STUDY

It is expected that data gathered in this study will assist Conroe Independent School District (Conroe I.S.D.) in analyzing parental satisfaction with the year-round calendar. This may permit the district to accommodate specific parental needs and preferences in order to guarantee the continuance of the program.

DEFINITION OF TERMS

1. The terms *year-round school*, *year-round calendar*, or *year-round education* are synonymous. This is a 175 day school calendar which begins in August and ends in July. Students attend school in cycles of thirty days of instruction followed by a ten day break.

NULL HYPOTHESIS

There is no significant difference in parental satisfaction with year-round and traditional school calendars.

LIMITATIONS AND DELIMITATIONS

This study is limited to Crockett Intermediate School in the Conroe I.S.D. It is delimited to parents of the fifty-five sixth grade students who participated in the 1989-90 year-round school pilot program and the parents of fifty-five sixth graders who did not participate.

ASSUMPTION

It is assumed that this population is similar to future populations that may participate in year-round education in the north county area of Conroe I.S.D.

ORGANIZATION OF THE STUDY

The report which follows includes: (1) a review of related literature and research, (2) a discussion of methodology accompanied by presentation of the data, (3) a summary of findings and conclusions, and recommendations for further research, and (4) supporting divisions.

CHAPTER II
REVIEW OF RELATED LITERATURE AND RESEARCH

LITERATURE RELATED TO HISTORY

EARLY HISTORY. It is generally believed that the traditional nine-month school calendar, with which the year-round calendar competes, has its origins in the agrarian nature of nineteenth century American society. Family livelihood depended on the availability of all members for summer harvesting.[2] Children's labor was so valued that, in fact, prior to 1900, many rural children attended school for only six months of the year.[3]

But in the major cities, with large numbers of unemployed and immigrant youth, an eleven month school calendar became the nineteenth century rule.[4] Such calendars were designed for three purposes: (1) to teach English and trades, (2) to provide acceleration for early graduation, and (3) to keep youth "out of mischief" on the city streets.[5]

By 1915, most rural and urban calendars had evolved into the nine-month ones used today,[6] and by 1925 most state codes set 180 school-days as the minimum required by law. Nevertheless, large cities continued to exceed these codes at 190 to 195 days.[7]

TWENTIETH CENTURY OVERVIEW. The following paragraphs trace the history of the year-round school in the twentieth century.

The first large district to use such a calendar was Bluffton, Indiana, where a four quarter system was used as early as 1904.[8] Gary, Indiana followed in 1905 with its voluntary summer school which was designed for acceleration aimed at early entry into the work force.[9]

From 1912 through 1931 Newark adopted the four quarter system, primarily to accommodate a wave of immigration from southern and eastern Europe by teaching English language skills during an optional summer term.[10] Newark's year-round schools reported over an eight year period graduating "...22% more than its ten month counterparts", with the average student graduating one-half year early.[11]

Nashville followed suit from 1922-1931 with an optional year-round calendar and summer school. The program was highly successful in terms of attendance with seventy-five percent of year-round students attending in the summer and fifty percent of traditional calendar students doing the same.[12] But, unlike Newark, Nashville did not experience and significant number of early graduations and complained of a high failure rate in summer school.[13]

Other noteworthy calendar experiments occurred in Omaha from 1918 through 1925[14] and in the Pennsylvania towns

of Ambridge and Aliquippa from 1929 through 1938. For the latter two, overcrowding was the stimulus with Aliquippa's enrollment increasing from 2,292 in 1919 to 6,611 in 1928.[15] However, Hermansen and Gove note that the plan was unpopular with Ambridge's parents.[16]

With the accessibility of Public Works Administration funds and labor for new school buildings in the latter 1930's, the year-round school as a means of preventing overcrowding was no longer needed.[17] It was not to return until the end of World War II when returning soldiers took advantage of the G.I. Bill to gain high school and college diplomas.[18] By the latter 1950's, when the populations of newly formed suburbia refused to pay additional taxes, the baby boom generation was firmly implanted in the public school system, and Sputnik prompted Americans to demand more and better education, the year-round school idea was rapidly spreading.[19]

This interest manifested itself in the 1960's with the inception of three notable year-round systems. Among these were NOVA High School in Ft. Lauderdale, Florida with its 220 day, non-graded trimester system,[20] Fulton City, Georgia's (Atlanta) optional four quarter system with innovative curriculum,[21] and Valley View, Iowa, School District's 45-15 (forty-five days of classes followed by fifteen-day vacations) four track system.[22]

Glines states that the year-round school's popularity peaked in 1976 when 600 such schools operated in twenty-eight states.[23] However, as population growth slowed in the latter 1970's, interest in the year-round school declined, only to be revived in the 1980's for basically three reasons: (1) to accommodate boomlet babies and regional population trends in the rapidly growing West and Southwest;[24] (2) to improve the quality and quantity of instruction as America's economic power erodes and Japanese and German power expand; and (3) to meet the expectations of the business community in terms of full utilization of buildings and equipment.[25]

According to James Ballinger, President of the National Council on Year-Round Education, in 1987 there were four hundred eleven year-round schools in fifteen states, ninety percent of which were in an arc stretching from Utah to California to Nevada to Texas.[26] In 1986, sixty-four percent of these schools were in California alone.[27]

CURRENT LITERATURE RELATED TO PARENT ATTITUDES

The section which follows reviews the literature on current (1980's) year-round programs which have published parent opinion survey findings. Particular attention is paid to parent attitudes, because it is these attitudes which determine the success or failure of a program

regardless of real student outcomes. Depending on district instruments, these attitudes include perceptions about: (1) pupil attendance, achievement and enjoyment, (2) learning retention, (3) the availability of child care and the ease of vacation planning, (4) the quality of education, (4) the appearance of school buildings, (5) school-parent communication, and (6) overall satisfaction with the year-round calendar.

TACOMA, WASHINGTON, 1980. Bethel School District is located in a commuter suburb thirty minutes southeast of Tacoma, Washington, encompassing McChord Air Force Base and Ft. Lewis Army Base.[28] Defeat of six bond issues and a rapidly growing population in the late 1960's and early 1970's created a severe shortage of facilities which forced the institution of a 45-15, K-9, multitrack system in 1974-75.[29]

In 1980, Young, Hansen and North conducted a study of Bethel Junior High's year-round school and two similar traditional calendar junior highs in Tacoma. Instruments were interviews, field tests, questionnaires and achievement data.[30]

According to Young and Berger, who reviewed their findings, although no significant difference in achievement was reported on standardized achievement tests, thirty percent of former and current ninth grade parents said

learning was greater in the year-round school.[31] Seventy percent of parents with year-round experience felt educational quality was the same as in traditional schools, and thirty-three percent gave the year-round school an "A or B" report card.[32] Fifty percent of eleventh and twelfth grade parents whose children had been in the year-round junior high urged its continuance.[33]

LOS ANGELES, CALIFORNIA, 1983. In the 1982-83 school year, Los Angeles Unified School District was the largest year-round district in the United States, with 826 campuses and an enrollment of 544,000 students.[34] Its 1982-83 Evaluation Planning Team surveyed parents of students in twenty-four schools, asking them to compare their perceptions of the current year to the previous year, using a five point Likert type scale. Both years involved year-round calendars. In order to increase responses, their children were given a student survey and a parent survey, taught how to help their parents with it, and told to return it the next day. Response rates ranged from twenty-eight to seventy-four percent, up from fifteen percent the previous year.[35] English speaking parents comprised 70.58 percent of the respondents and Spanish speaking parents comprised 29.42 percent.[36]

The team reported that "most parents believe that the effects of YRS [sic] on children seem to be about the same or improved from last year."[37] Eighty percent of elementary

school parents believed student achievement had improved; junior and senior high parents, however, complained that participation in school activities was limited by the calendar as were job opportunities. Ninety-five percent of parents felt that the appearance of the schools was the same or better, sixty-five percent believing it to be better. Eighty-seven percent said school-parent communication had improved, and more than one-third reported better availability of child care. Most parents believed that their child's attitude about school, and achievement, behavior, homework and attendance were better.[38] Only thirty-eight percent of senior high parents rated the above indicators, except for attendance, as better.[39]

Personal support of the year-round school had increased for thirty-two percent of elementary, thirty-three percent of junior high, and twenty percent of senior high school parents.[40] However, five percent of elementary, eighteen percent of junior high, and twenty-five percent of senior high parents reported a decrease in positive feelings.[41]

One hundred nineteen parents made written responses, sixty-eight of which were negative. Of these, many parents believed their children had "...'too much vacation' causing children to forget what they had learned."(Atwood 57) Forty-six percent said the multi-track calendar interfered with family vacations.[42]

The Evaluation Planning Team recommended that the district continue to inform parents about the year-round school, but also provide calendar options for parents.[43]

CHERRY CREEK, COLORADO, 1985. Cherry Creek has a four track (tracks being determined geographically) 45-15 plan constituting cycles of nine weeks of classes followed by three weeks of vacation. Community reactions reported by the district include complaints of junior and senior high parents with children on different schedules, and complaints of non-custodial parents who wish to have their children with them during the summer. However, after three years of the year-round calendar, parents voted to keep it, and the district stated that overall, the calendar was well received.[44]

PROVO, UTAH, 1985. VanMondfrans stated in 1985 that Utah had the highest pupil population growth rate and student/teacher ratio in the nation and the third highest direct tax load for education.[45] Beset by these problems, the Provo School District instituted year-round education at Westridge Elementary School in 1984-85 and planned it for Sunset View Elementary School.[46]

A random sample of year-round and prospective year-round parents were surveyed via Likert scale, yes-no, continuous data and open-ended comment questions. In addition, fifteen case study families were targeted at

Westridge Elementary. Surveys were mailed and phone follow-ups used resulting a response rate of seventy percent of Westridge parents and fifty-four percent of Sunset View parents from January 29 to March 4, 1985.[47]

VanMondfrans reported that fifty-nine percent of Westridge and seventy percent of Sunset View parents had not been involved in planning in spite of "many public information and input meetings"[48] and that sixteen percent of the Westridge parents and forty-seven percent of Sunset View parents were dissatisfied with their level of involvement, but that most were "satisfied or very satisfied" with the amount of information they had received from the district.[49]

Regarding children's attitudes toward school, fifty-two percent of Westridge (year-round) parents felt it had become more positive, while thirteen percent felt it had become more negative. It was pointed out that this represents a four to one positive response. However, thirty-six percent of parents whose children had not yet experienced year-round education, expected a positive change while twenty-eight percent anticipated a negative reaction.[50]

Another disparity between perceptions of year-round parents and anticipated perceptions of traditional calendar parents was reported regarding absenteeism. Seventeen

percent of year-round parents felt it had increased, while forty-two percent of traditional parents felt it would increase. Twenty-six percent thought it had decreased while only eleven percent thought it would decrease.[51]

Regarding vacations, VanMondfrans reported that sixty-two percent of year-round parents and fifty percent of traditional parents said they favored "frequent, short vacations".[52] Over sixty percent of year-round parents felt that their child's being home on break while their friends were in school was a problem,[53] but some parents thought that this was positive in that it forced children to expand their number of friends. Likewise, forty-six percent reported vacation problems either because their employers were used to giving them summer vacations, or because they had children on different tracks.[54] The district reported that ninety percent who requested a particular track got their first choice.[55] Seventy-seven percent of Westridge parents believed that year-round education would "prevent summer boredom", but fifty-six percent said it interferes with extracurricular activities.[56]

In terms of learning, VanMondfrans reported that fifty-seven percent of year-round parents and fifty-five percent of traditional parents felt that the year-round school increases learning.[57] However while forty percent of year-round parents believed it would increase their involvement with their child's homework, seventeen percent

of traditional parents believed it would be decreased. VanMondfrans views this perception as a potential problem for the district since learning and parent involvement are presumed to be related.[58]

VanMondfrans reported that most parents responded favorably toward statements regarding the efficiency and tax savings of year-round schools and that there was "considerable parental support" for year-round education among parents surveyed.[59] Overall, sixty-six percent of experienced year-round education parents favored it while eighteen percent did not; potential year-round parents preferred it by forty-two percent, and opposed it by thirty percent.[60] She concluded that there was a "three-to-one margin" in favor of it in when positive and negative factors were weighed against each other, but cautioned the district to carefully monitor parent and student attitudes as programs progress and to address parent complaints.[61]

An undated district brochure offered parents an optional year-round or traditional calendar, the former being a modified 45-15 four track plan with twenty to thirty days of summer vacation to coordinate with other schools and to address family needs, perhaps addressing some of the complaints noted in the survey.[62]

STATE OF CALIFORNIA, 1987. A study of year-round education programs in California was conducted in 1987 by

the California State Department of Education's Special Studies and Evaluation Reports Unit, Program Evaluation and Research Division. Policy Analysis for California Education (PACE) assisted with cost analysis, visitations, and interviews.[63] In addition to costs, student achievement and teacher, parent and student attitudes were assessed. Year-round students at the schools visited took a questionnaire with stamped self-addressed envelope to their parents.[64]

Of the one hundred eighty responding, one third were parents of middle or high school students. Quinlain reported that more than one third found it difficult to schedule family vacations, and approximately eighty percent were dissatisfied with track assignments.[65] Moreover, many found the classrooms too hot during the summer, and high school parents felt their children's chances of vacation period employment had diminished.[66]

Quinlain further reported that between one-third and one-half of parents perceived little difference between year-round and traditional campuses regarding the quality of instruction, attendance, school appearance, child care availability and school-parent communication.[67]

She stated that parents believe "...their children learn more, get less bored during vacation, and are less fatigued in the year-round program" and "applaud the continuity of instruction."[68]

Overall parent satisfaction with the year-round program as opposed to the traditional program was reported at thirty-four percent "better," twenty-two percent between "better" and "same," twenty-six percent" same," seven percent between "same" and "worse," and eleven percent "worse."[69]

CAJON VALLEY, CALIFORNIA, 1988. Cajon Valley Union is an elementary school district of nineteen schools located fifteen miles east of San Diego, which experienced a twenty-nine percent student population increase in three consecutive school years beginning with 1984-85.[70] The district converted four of its schools, three of which are Chapter I, to year-round calendars in the 1987-88 school year. According to Christie, this conversion met strong parent opposition. Because more conversions appeared necessary for the 1988-89 year, the district surveyed parents, students teachers, administrators and others to determine if perceptions had changed with year-round school experience.[71]

The survey consisted of statements of opinion regarding parent perceptions of student attitudes toward the year-round school and their own attitudes. Parents were to indicate agreement or disagreement on a scale of one to five. Students took 2,862 surveys home and the district reported a sixty-two percent response rate.[72]

Christie reports that fifty percent believed their children felt positive toward the year-round calendar, eighteen percent had no opinion, and thirty-two percent believed their children did not like it.[73] Parents own attitudes scored slightly above the neutral position with fifty-six percent agreeing that the calendar should be extended districtwide. Sixty-two percent said they were more in favor of the year-round school after experiencing it.[74]

Christie states that additional questions revealed that there had not been much interference with church and club activities, nor with family vacations, the latter score being slightly above neutral.[75] Moreover, although only twenty-three percent of parents thought their children enjoyed summer school as much as regular school, sixty-seven percent were in favor of continuing it.[76]

SANTA BARBARA, CALIFORNIA, 1988. Santa Maria School District (Santa Barbara) literature asserts the following regarding year-round schooling and parent opinions: "...30% think it is terrific, 40% passively accept it, 30% oppose it."[77] It further states that "Parents who like year-round education believe there is an academic advantage; parents who dislike it believe there is no academic advantage."[78] It further states "70% to 80% of parents who have had children in year-round education at least a year find it convenient or like it."[79]

LOS ANGELES, CALIFORNIA, 1988. In June, 1988, the Districtwide Common Calendar Task Force recommended to the superintendent that all Los Angles schools adopt a single common school calendar.[80] A 90/30 calendar (cycles of eighteen weeks of classes followed by six week vacations), providing a thirty-three percent increase in student capacity,[81] was selected by the taskforce over nine other calendars.[82] An additional two week winter vacation or two five to seven day vacations were part of this calendar.[83]

Two additional recommendations included: (1) the return to a single track for simplicity and ease of operation, and (2) the inclusion of parents in any future calendar feasibility studies.[84] The latter recognizes the importance of parent input and attitude in calendar success.

OXNARD, CALIFORNIA, 1988. Oxnard is a K-8 school district with a population that is sixty-nine percent Hispanic, twenty-one percent white, six percent black, and four percent Asian. From 1976 through 1987, the district gradually phased in year-round education at every school due to population growth.[85] There was no parent opposition at the 1986 board meeting which eliminated the remaining traditional calendar schools.[86]

An April, 1987, parent questionnaire was administered in English and Spanish. The district reports the following findings: (1) eighty-five to ninety percent of year-round

parents, depending on track assignment, were generally satisfied with their child's school, while only seventy-seven percent of traditional calendar parents were satisfied;[87] (2) if funds for new construction became available, forty four percent of parents would use the year-round calendar, while forty-six percent would return to the traditional calendar;[88] (3) fifty-six percent of parents were more satisfied with the year-round school than the traditional school, while seventeen percent were less satisfied and twenty-six percent saw no difference;[89] and (4) vacation scheduling was the biggest complaint. The district asserted that most year-round parents are enthusiastic about year-round education, believing that their children learn more, are less fatigued, and are less bored during the shorter vacations.[90]

OXNARD, CALIFORNIA, 1990. Oxnard School District became the first school district to convert totally to year-round education in the 19887-88 school year.[91] It reports the following results to its 1989 parent questionnaire based on a 44.1 percent return: (1) seventy-eight to eighty-one percent of parents felt there was adequate opportunity for parent involvement with their child's education; (2) eighty-three to eighty-seven percent were generally satisfied with their child's school; and (3) seventy to seventy-two percent believed their child was receiving the same quality of instruction as in a traditional program.[92]

In spite of glowing literature, much of which was reviewed above, Hensen reports that most year-round schools have failed due to three reasons:

> (1) Economic savings were not immediately apparent. (2) Participation was compulsory.... (3) The public did not have adequate understanding...largely because it was forced upon them.[93]

CHAPTER III
METHODS AND PRESENTATION OF DATA

METHODS

CONTEXT. Conroe Independent School District instituted an optional school-within-a-school year-round education pilot program at Crockett Intermediate School during the 1988-89 school year. It operated on a six-weeks-of-class followed by two-weeks-of-vacation schedule with an additional three week summer vacation. The control group consisted of fifty-five sixth graders comprising about one third of Crockett's sixth grade population. The purpose of the program was to determine if learning retention would be greater among students who experienced short, frequent breaks as opposed to a single three month summer vacation. In 1990-91, Conroe I.S.D. expanded the program, on a optional basis, to five more middle (elementary) schools for a total of 897 pupils.[94] While learning retention may indeed be improved by use of the year-round school calendar, the district realizes that the success of this calendar depends on parent perceptions of its superiority and parent willingness to use it. It is for the purposes of determining parent calendar perceptions and satisfaction that this study has been undertaken.

SUBJECTS. The subjects of this study are the parents of the 1988-89 pilot program students and a random sample of an equal number Crockett traditional calendar, sixth grade,

parents for the same school year. Because addresses were not available for the entire target group, ninety-eight surveys were mailed to fifty year-round parents and forty-eight traditional calendar parents. Of the fifty percent of parents with Spanish surnames, twelve percent were in the pilot program group. Seventy-nine percent of pilot program parents had two or more school age children, while seventy percent of traditional calendar parents fell into this category. Fifty-three percent of year-round and ninety percent of traditional calendar parents had adults at home who could care for children during vacations.

SURVEY DESIGN. After preliminary reading to determine calendar-related issues, a twenty-nine question opinionnaire was designed and produced in English and Spanish, and approved by the school district. Its overall purpose was to measure and compare parent satisfaction with both the traditional and year-round calendars.

The survey [Figure 2] was designed in two parts: (1) part one consists of twenty-six discreet data questions requiring a yes/no or Likert scale type response; (2) part two consists of three questions, one requiring check-mark responses, and two requiring ranking on a scale of one to five, one being the most important, from among many alternatives. Parents were additionally asked for open-ended comments, and to so indicate if they wished a copy of the survey results.

Part one of the survey addresses the following areas where calendar related conflicts are believed to exist: child care arrangements, family vacation planning, doctor/dentist appointments, church/camp/community activities, school-related activities, and pupil attendance. It further addresses parent perceptions of pupil behavior or discipline, grades or achievement, pupil enjoyment of school or learning, homework difficulty, and school-parent communication and involvement with planning. The last questions in part one address issues of beliefs regarding retention of learning and calendar choice and satisfaction. Parents are asked to give the school a "report card" grade of "A" to "F".

Part two asks parents to indicate which calendar related programs they would like to see instituted, and to rank their reasons for calendar choice.

PROCEDURES AND TIME. To facilitate sorting, the surveys were color coded by calendar group and mailed with a scantron computer processable answer card and a stamped self-addressed envelope. Question one asked which calendar the sixth grader had used and an example was given; consequently, answer one was pre-coded on the answer card.

The accompanying letter of transmittal [Figure 1], dated November 6, 1990, explained the purpose of the study, who was to be involved and why, how the results would be

used, and instructions for answering and mailing the survey. It requested that all responses be mailed by November 15, 1990, and stated that a copy of the results would be made available upon request. The letter was approved by Mr. Gary Clay, Director of Elementary Education, and printed on Conroe I.S.D. stationary. Address labels and address/ phone/homeroom lists were obtained from Mr. Harold Biggio, Coordinator of Information Services, by direction of Mr. Clay.

METHODS OF ANALYSIS. Discreet data were recorded on computer scored scantron answer cards which were run under a computer program created for Sam Houston State University which generated raw scores and percentages according to the following categories: parents of year-round students, parents of traditional calendar students, married parents, single parents, parents with one school age child, parents with two, three, and four or more school age children, and parents who had an adult available in the home who could render child care when needed. Selected questions directly relating to parent calendar satisfaction and a school "report card" were subjected to the chi square test of statistical significance. A MacIntosh computer and Statworks program were used for this test. In addition, the three remaining ranking and check mark answers where compiled by hand on a matrix and weighted rankings were calculated.

PRESENTATION OF DATA

Analysis of part one of the parent opinionnaire has yielded information regarding parent perceptions of (1) "interference" indicators or those areas in which the calendar arrangement has caused the family scheduling problems, (2) student indicators, (3) communication indicators, (4) calendar preference and satisfaction, and (5) a school "report card".

"INTERFERENCE" INDICATORS. Regarding the "interference" indicators, compilation of data revealed that child care availability was a factor in school calendar choice for 11 percent of year-round parents and 10 percent of traditional calendar parents. Yet, 53 percent of year-round calendar parents did have an adult at home who could provide child care during the frequent breaks, while 90 percent of traditional calendar parents also had an adult at home to provide child care during summer vacation and holiday breaks. There appears to be an little relationship between child care availability and calendar choice as illustrated by Table 1 and Graph 1. Likewise, ninety percent of parents with two children who did not have an adult at home to care for children also said child care was not a factor in calendar choice. Eighty eight percent of those with three children and 75 percent of those with four or more children were not influenced by child care availability when choosing a school calendar.

TABLE 1

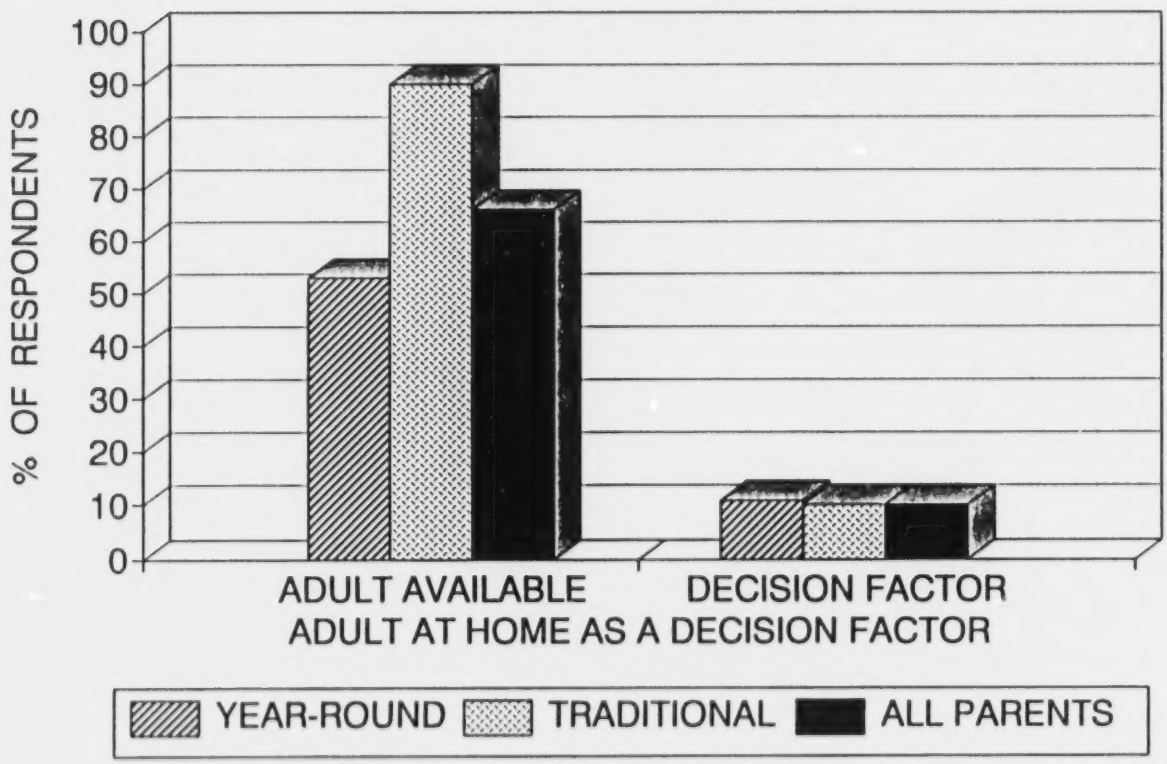
"INTERFERENCE" INDICATORS

FACTOR	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
child care	11	10	10
vacations	11	0	7
appointments	32	30	31
community activities	16	0	10

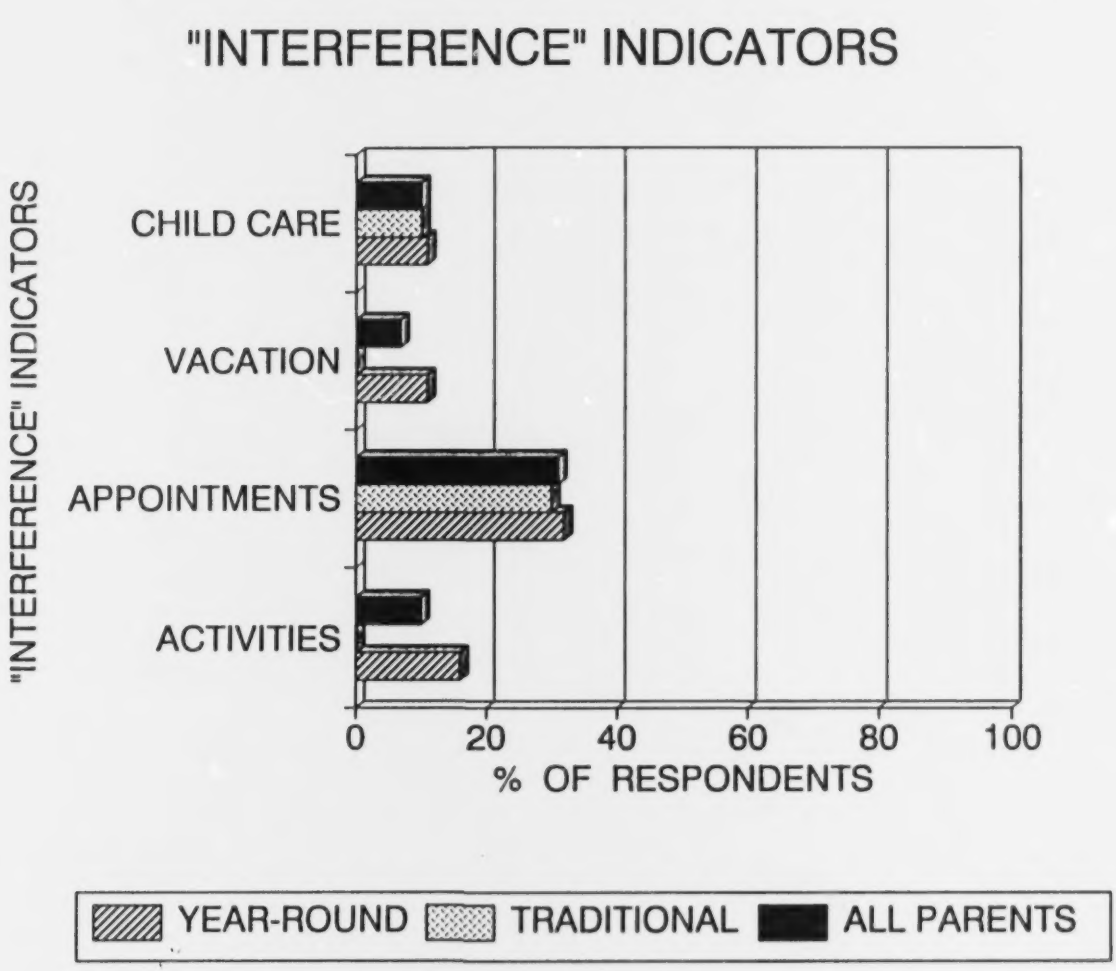
Likewise, eleven percent of year-round parents and none of the traditional calendar parents said the calendar interfered with family vacation planning [Table 1, Graph 2], a fact which may surprise some, as proponents of the year-round schedule emphasize flexibility in planning and all-season vacations. One must take into account the obvious fact that traditional calendar parents have already made accommodations around the existing calendar, while year-round parents had to make their accommodations during the first year of year-round calendar use.

Moreover, sixteen percent of year-round parents and no traditional calendar parents reported calendar interference with church, camp or community activities. Both groups of parents took their sixth-grader out of school for doctor or dentist appointments with about the same frequency. Thirty-two percent of year-round and 30 percent of traditional calendar parents did so during the 1989-90 school year, as illustrated by Table 1 and Graph 2.

CHILD CARE AVAILABILITY AND CALENDAR CHOICE



GRAPH 1


"INTERFERENCE" INDICATORS
"INTERFERENCE" INDICATORS
CHILD CARE
VACATION
APPOINTMENTS
ACTIVITIES
0
20
40
60
80
100
% OF RESPONDENTS
YEAR-ROUND
TRADITIONAL
ALL PARENTS

GRAPH 2

ADDITIONAL "INTERFERENCE" INDICATORS: SCHOOL-RELATED ACTIVITIES AND PUPIL ATTENDANCE. Some critics of the year-round calendar believe that it causes scheduling problems for school-related activities. This was not found at the sixth grade level where 58 percent of year-round and 50 percent of traditional calendar parents said their child participated in such activities on a frequent to moderate basis. Twenty-one percent of year-round parents and 30 percent of traditional parents said their child participated somewhat, while 21 and 20 percent respectively said there was no participation, as illustrated by Table 2.

TABLE 2

PARTICIPATION IN SCHOOL-RELATED ACTIVITIES

AMOUNT	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
frequent	21	0	14
moderate	37	50	41
somewhat	21	30	24
not at all	21	20	21

Frequency of pupil absences is another factor believed to be linked to the school calendar. Some researchers believe that absenteeism decreases when the school calendar allows frequent breaks for rest and renewal, and conversely, that long periods without breaks cause more absenteeism. While actual attendance records were not considered in this study, parents perceive little difference in attendance rates between year-round and traditional students, with

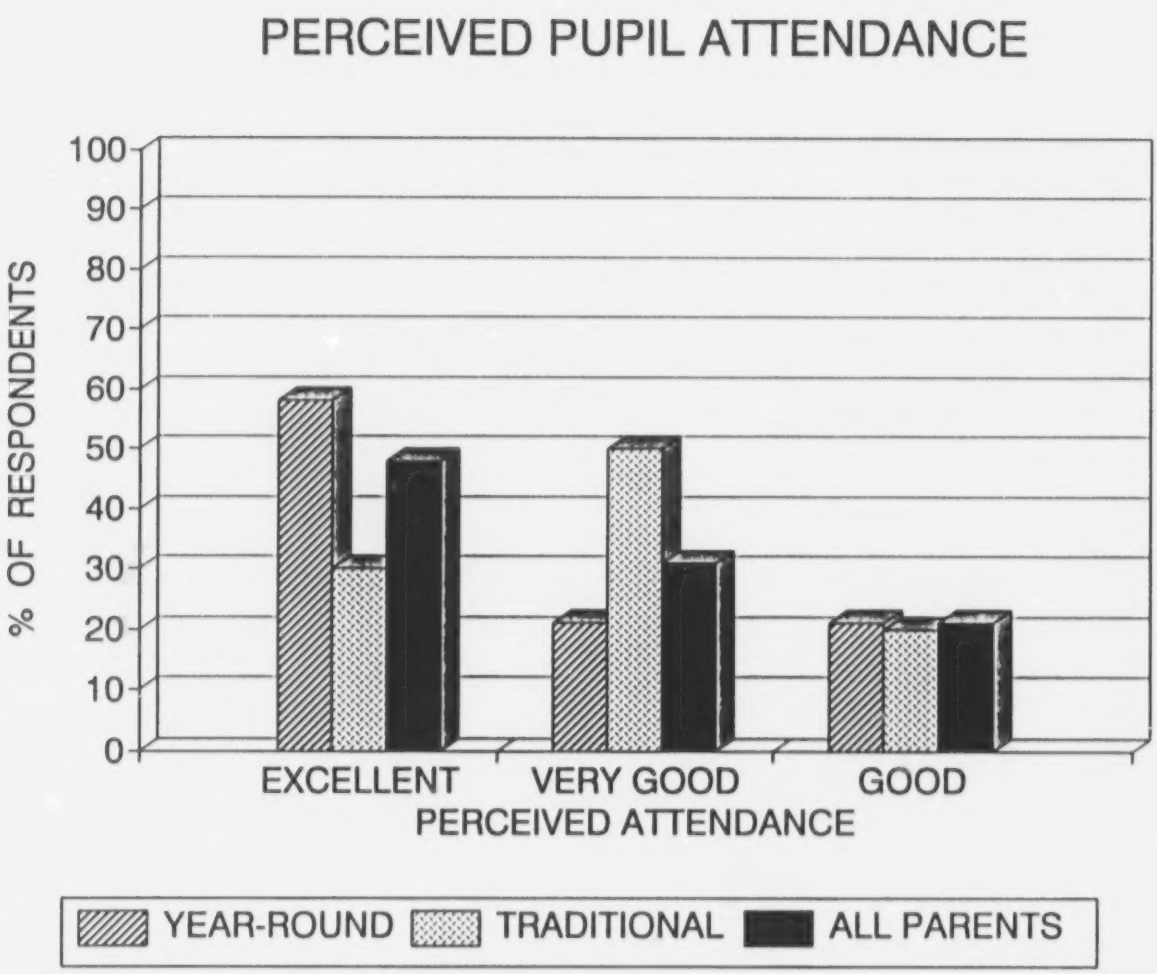
year-round parents estimating a 5 percent increase in absenteeism and traditional calendar parents estimating no change. Table 3 and Graph 3 illustrate how parents viewed their sixth-graders attendance, "A" being excellent, "B" being very good, "C" being good or average, "D" being below average, and "F" being poor. All parents perceived their child's attendance as being good, very good, or excellent.

TABLE 3

PARENT PERCEPTIONS OF PUPIL ATTENDANCE

ATTENDANCE	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
excellent	58	30	48
very good	21	50	31
good/average	21	20	21
below average	0	0	0
poor	0	0	0

PUPIL INDICATORS. Pupil indicators, here, are grades or achievement, homework difficulty or challenge, discipline, and enjoyment of school. When asked if they believed their sixth-grader made better grades in sixth grade than the year before, there was, again, little difference in the perceptions of year-round and traditional


PERCEIVED PUPIL ATTENDANCE
% OF RESPONDENTS
100
90
80
70
60
50
40
30
20
10
0
EXCELLENT
VERY GOOD
GOOD
PERCEIVED ATTENDANCE
YEAR-ROUND
TRADITIONAL
ALL PARENTS

GRAPH 3

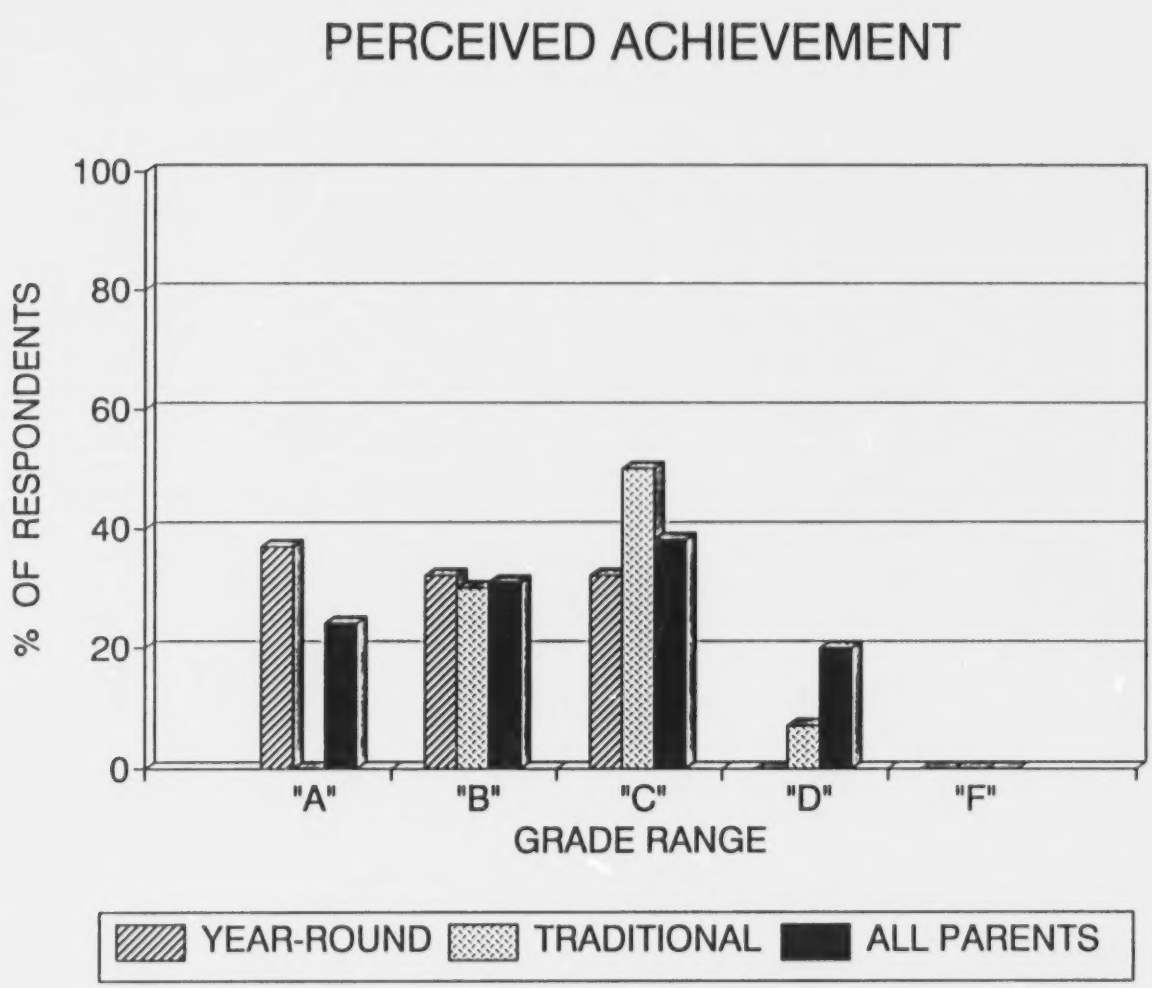
parents, with 42 percent of year-round parents saying "yes" and 30 percent of traditional calendar parents responding "no". When asked in what range their child's grades fell under their chosen calendar, there was a large gap between year-round and traditional students grades as perceived by parents, with 37 percent of year-round and no traditional parents saying their child made mostly "A"s or excellent grades. Sixty-nine percent of year-round parents saw grades as being in the "A" to "B" range, while only 30 percent of traditional parents saw their children's grades as being in this range. Specific grade breakdowns are presented in Table 4 below and Graph 4.

TABLE 4

PARENT PERCEPTIONS OF STUDENT GRADES

RANGE	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
"A" excellent	37	0	24
"B" above average	32	30	31
"C" average	32	50	38
"D" below average	0	7	20
"E" failing	0	0	0

Some researchers believe grades earned are related to homework difficulty or challenge, and some have stated that because of time available during frequent year-round school breaks, year-round students' homework will be more


PERCEIVED ACHIEVEMENT
% OF RESPONDENTS
100
80
60
40
20
0
"A"
"B"
"C"
"D"
"F"
GRADE RANGE
YEAR-ROUND
TRADITIONAL
ALL PARENTS

GRAPH 4

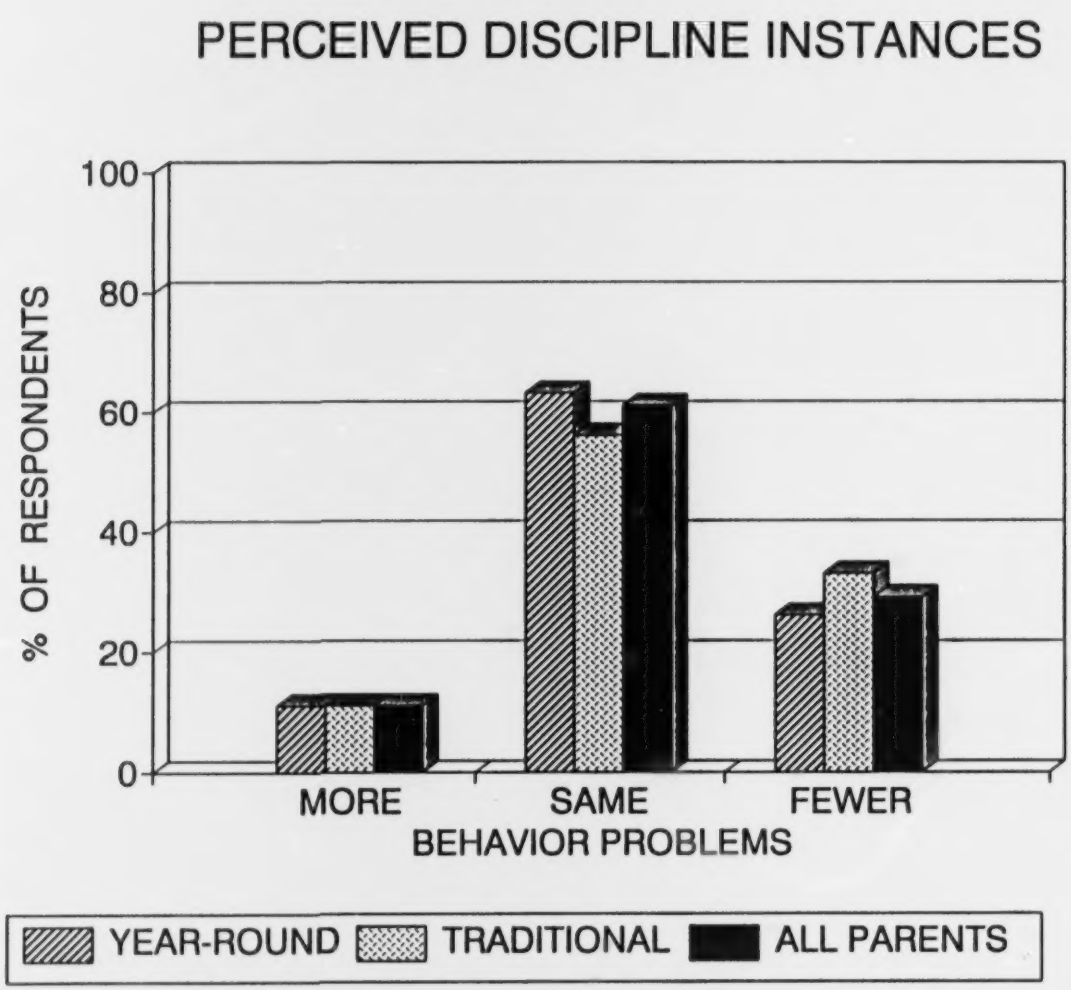
challenging than it was in the traditional calendar setting. Again, there was little difference in perceptions of year-round and traditional calendar parents, with 16 percent of year-round and 20 percent of traditional calendar parents believing it to be "very challenging", 74 and 70 percent respectively finding it "somewhat challenging", and 11 and ten percent finding it "not challenging".

Regarding the second pupil indicator, discipline, parent perceptions were again similar, with 11 percent of each group believing there were more discipline problems with their child in sixth than in fifth grade. Sixty-three percent of year-round and 56 percent of traditional calendar parents believed discipline problems to be about the same as last year, and 26 and 33 percent respectively believed there were fewer discipline problems, as noted Table 5 and Graph five.

TABLE 5

PARENT PERCEPTIONS OF DISCIPLINE PROBLEMS

INCIDENCES	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
more	11	11	11
same	63	56	61
fewer	26	33	29


PERCEIVED DISCIPLINE INSTANCES
100
80
60
40
20
0
% OF RESPONDENTS
MORE
SAME
FEWER
BEHAVIOR PROBLEMS
YEAR-ROUND
TRADITIONAL
ALL PARENTS

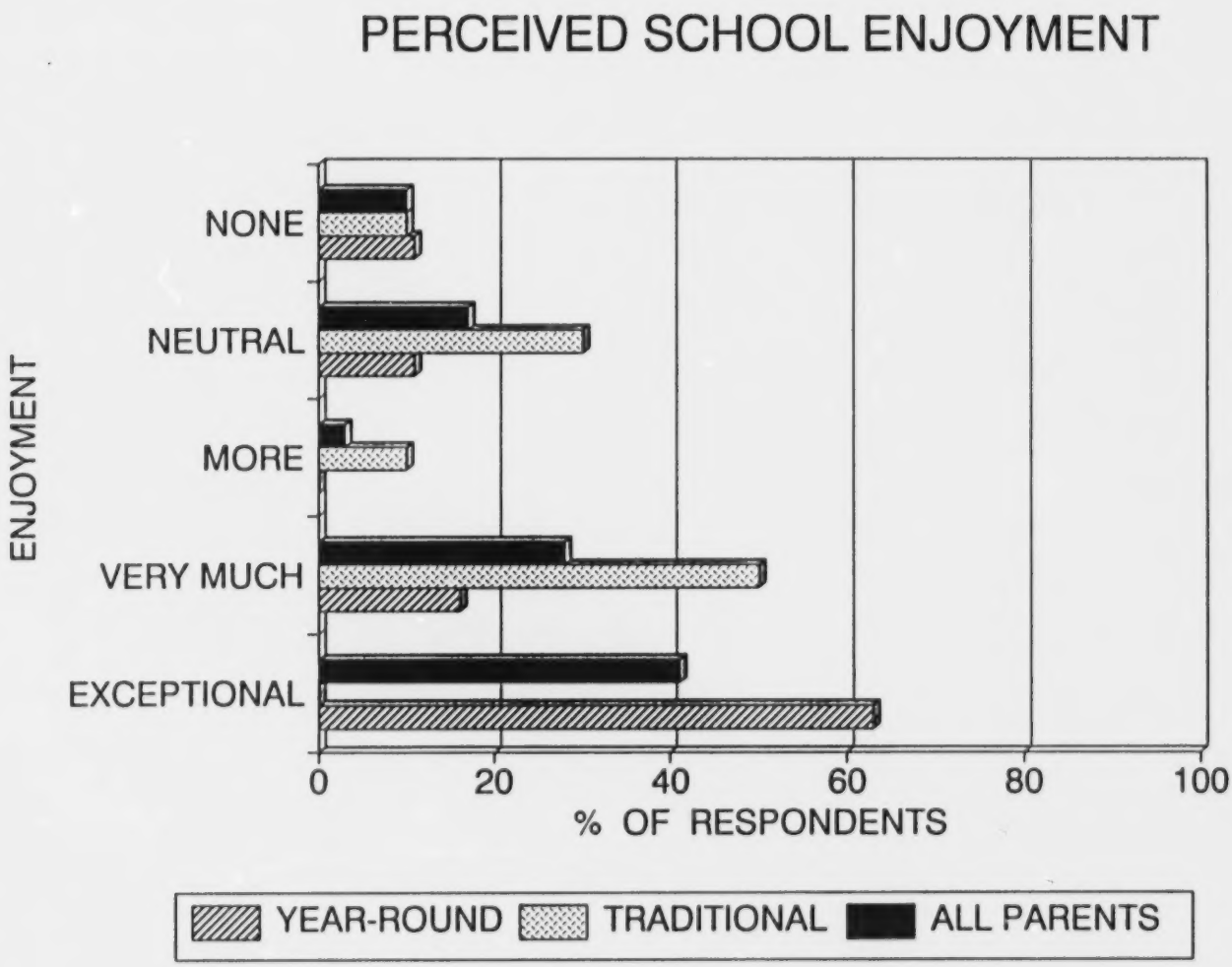
GRAPH 5

In the area of pupil enjoyment of school and learning, as perceived by parents, there were notable differences in degree. Sixty-three percent of year-round parents perceived "exceptional" enjoyment of school by their child, while no traditional parents chose this degree. Ten percent of traditional students were seen as enjoying school "more than usual", 10 percent did not enjoy school at all. Eleven percent of year-round students were perceived as having "neutral" enjoyment, while 30 percent of traditional students were perceived in this category by their parents. Moreover, a full 11 percent of year-round students did not seem to enjoy school. Table 6 and Graph 6 illustrate perceived enjoyment of school.

TABLE 6

ENJOYMENT OF SCHOOL

DEGREE	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
none	11	10	10
neutral	11	30	17
more than usual	0	10	3
very much	16	50	28
exceptionally much	63	0	41


PERCEIVED SCHOOL ENJOYMENT
ENJOYMENT
NONE
NEUTRAL
MORE
VERY MUCH
EXCEPTIONAL
0
20
40
60
80
100
% OF RESPONDENTS
YEAR-ROUND
TRADITIONAL
ALL PARENTS

GRAPH 6

COMMUNICATION INDICATORS. With regard to school-parent communication and parent participation in planning of school activities, there was almost no difference between year-round and traditional calendar parents. In examining the data, a high level of communication can be seen with eighty-four percent of year-round parents and 70 percent of traditional calendar parents reporting having been well informed of school activities. Eleven and 10 percent respectively reported having been involved in the planning of school activities. Table 7 and Graph 7 illustrate these levels.

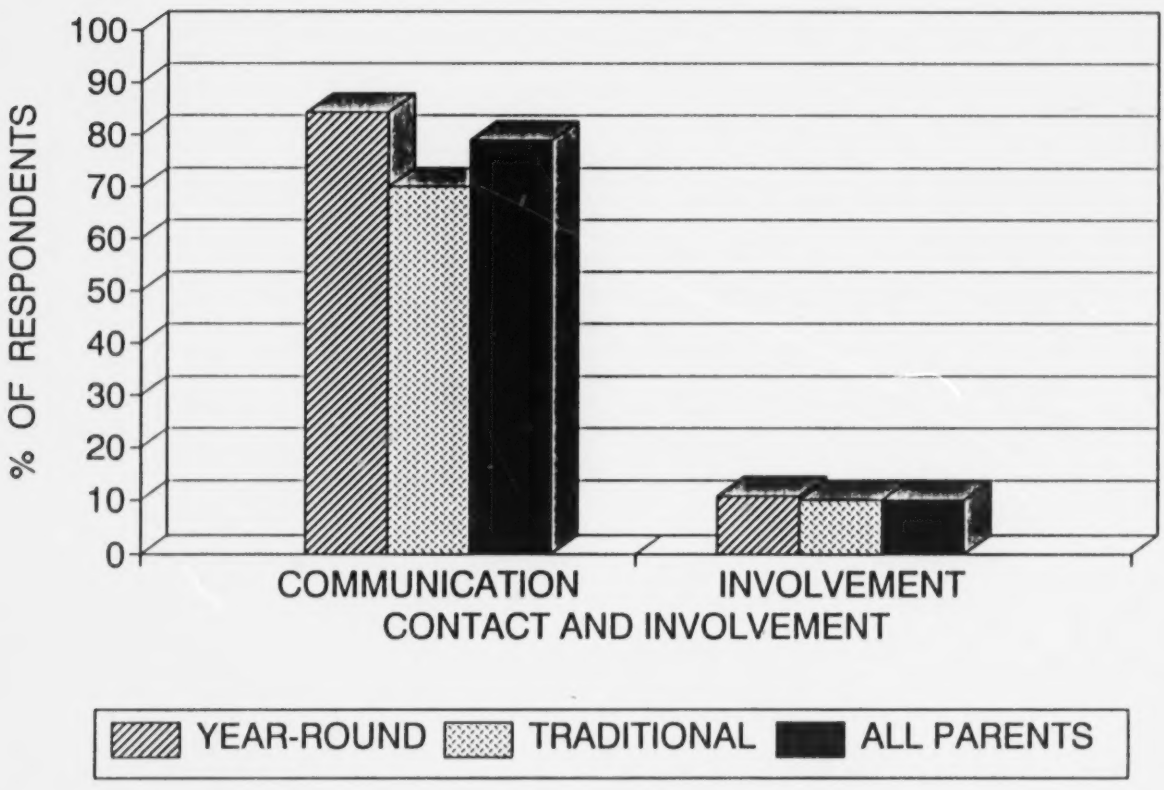
TABLE 7

SCHOOL-PARENT COMMUNICATION AND INVOLVEMENT

INDICATOR	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
communication	84	70	79
involvement	11	10	10

CALENDAR PREFERENCE AND SATISFACTION. The calendar preference and satisfaction category includes four indicators: (1) perceptions about the relationship between the year-round school calendar and learning retention, (2) calendar preference among four alternatives, (3) overall calendar satisfaction, and (4) continued calendar choice.

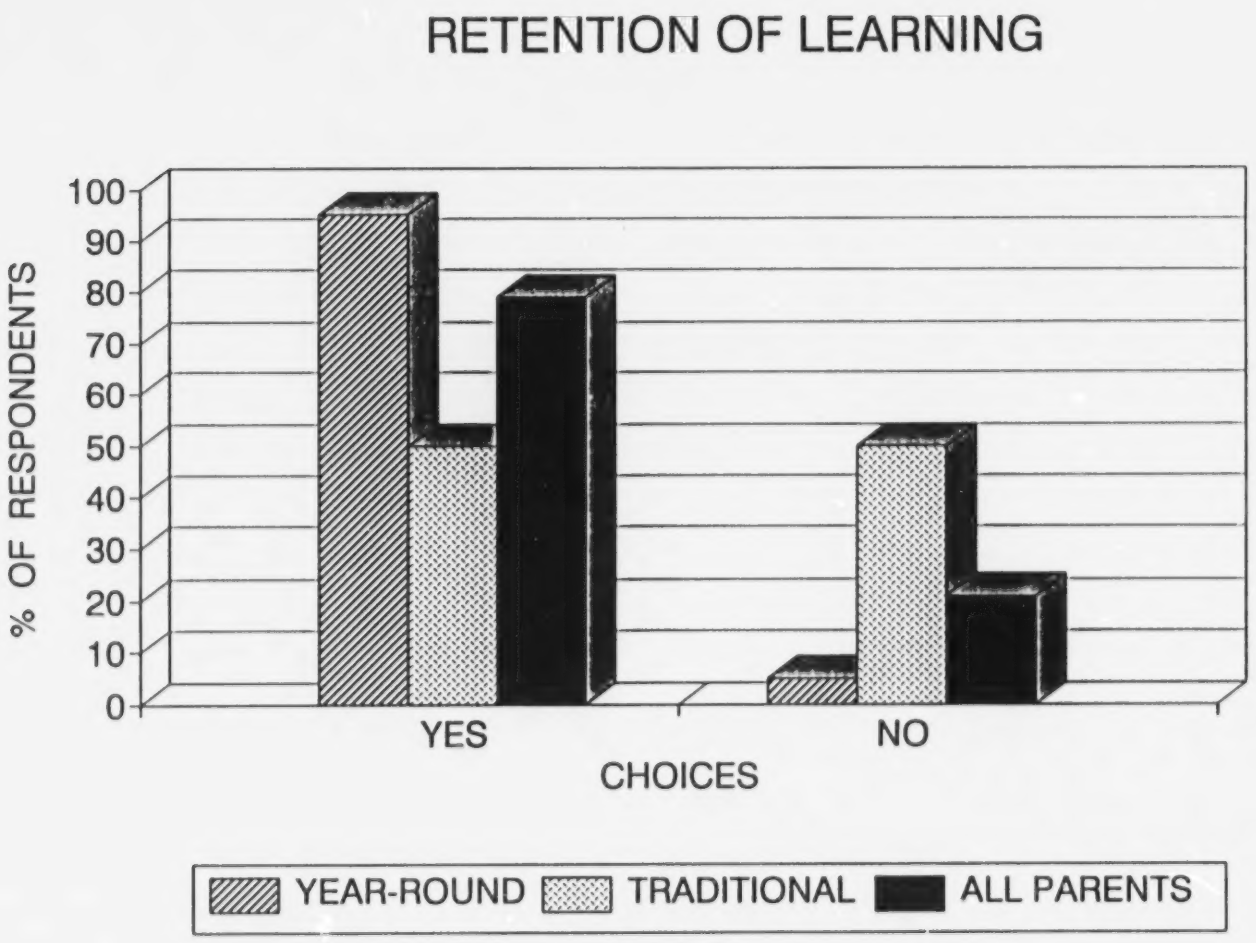
SCHOOL-PARENT COMMUNICATION AND INVOLVEMENT



GRAPH 7

Regarding the first indicator, learning retention, a full 95 percent of year-round parents believed that a school calendar consisting of six weeks of instruction followed by two week breaks helps students to "remember their lessons better". Although 50 percent of traditional calendar parents agreed, only 22 percent of them said they would prefer such a calendar and 80 percent would choose the traditional calendar again. Graph 8 illustrates parent beliefs about the year-round calendar and learning retention.

When asked which among four alternative 175-day school calendars they would prefer, most parents indicated the one which their child was using. Ninety-five percent of year-round parents preferred the year-round calendar, while 78 percent of traditional calendar parents preferred the traditional calendar. Conversely, 5 percent of year-round parents preferred the traditional calendar and a surprising 22 percent of traditional parents said they would prefer using the year-round calendar. However, 21 percent of year-round parents said they would not choose the year-round calendar again. No parents chose trimester or quarter plans. Table 8 and graph 9 illustrate calendar preference. Likewise, 66 percent of parents did not want the school year to be extended beyond 175 days, but a surprising thirty-four percent favored an extension.

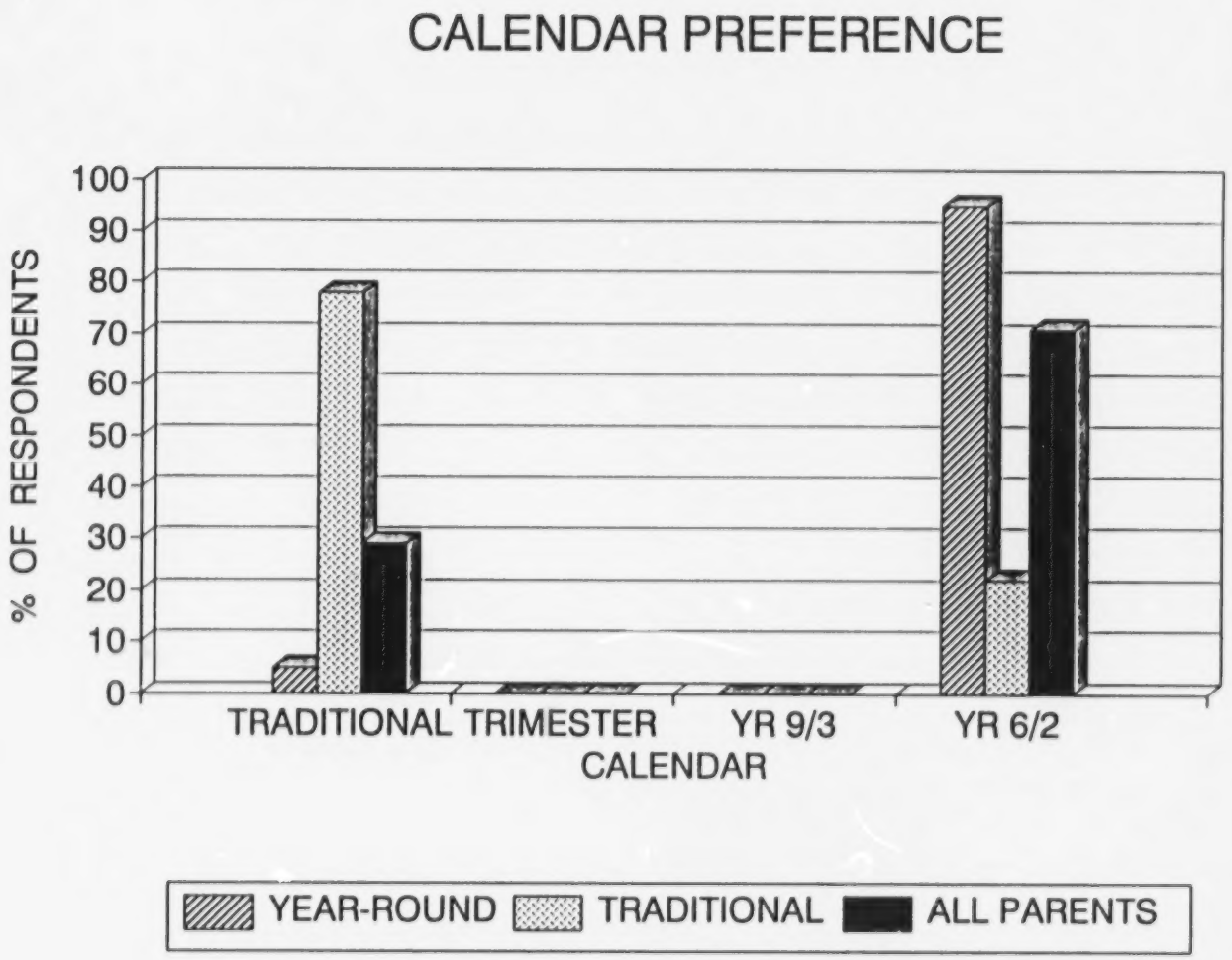

RETENTION OF LEARNING
% OF RESPONDENTS
100
90
80
70
60
50
40
30
20
10
0
YES
NO
CHOICES
YEAR-ROUND
TRADITIONAL
ALL PARENTS

GRAPH 8

TABLE 8

CALENDAR PREFERENCE

TYPE	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
traditional	5	78	29
trimester	0	0	0
y-r 9/3 quarter	0	0	0
y-r 6/2	95	22	71


CALENDAR PREFERENCE
% OF RESPONDENTS
100
90
80
70
60
50
40
30
20
10
0
TRADITIONAL
TRIMESTER
YR 9/3
YR 6/2
CALENDAR
YEAR-ROUND
TRADITIONAL
ALL PARENTS

GRAPH 9

When asked how satisfied they were with the calendar they had chosen for their sixth graders, 53 percent of year-round parents said they were "very satisfied" , while only twenty percent of traditional parents were equally satisfied. However, when the "very satisfied" and "satisfied" categories were combined, the totals were 85 percent and 70 percent for year-round parents and traditional calendar parents respectively. Eleven and 20 percent were "neutral" and 5 and 10 percent were "dissatisfied" respectively. Table 9 and Graph 10 illustrate levels of calendar satisfaction. Chi square was 0.41 (see Appendix E, Table 24).

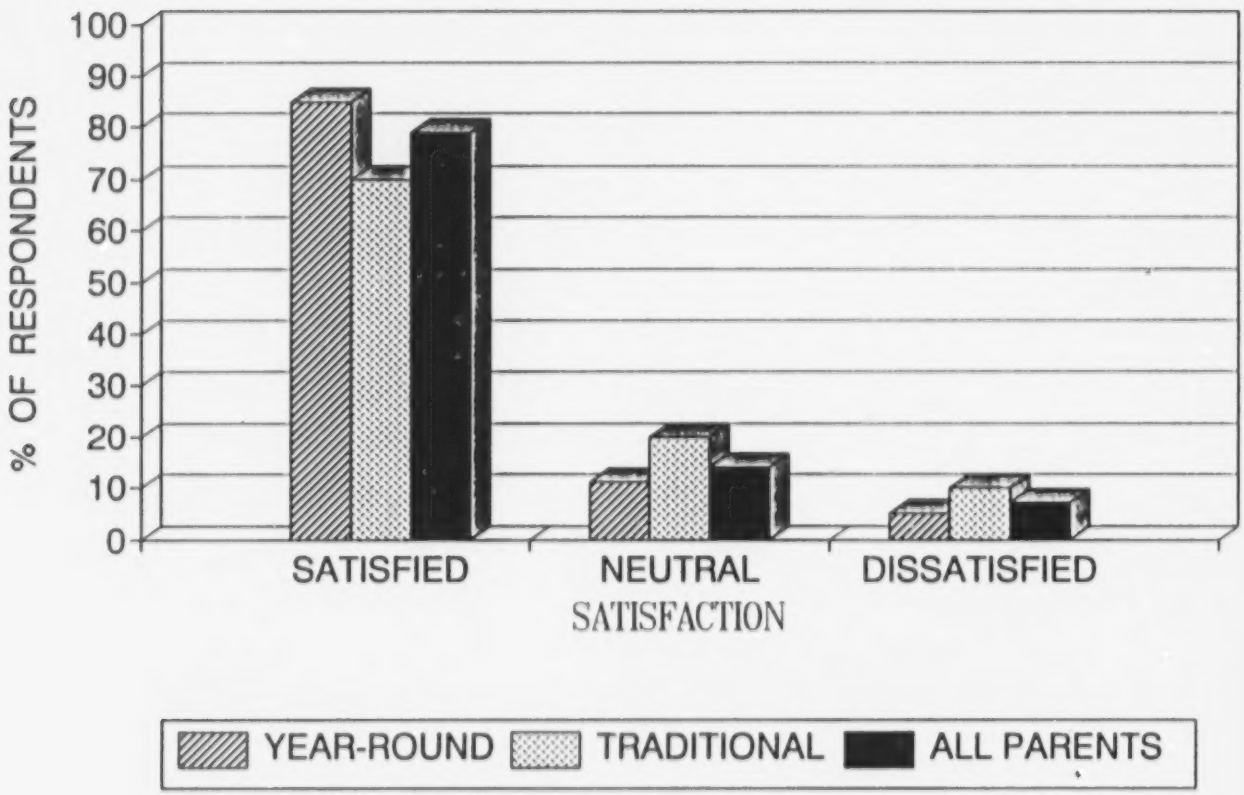
TABLE 9

OVERALL CALENDAR SATISFACTION

DEGREE	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
satisfied	85	70	79
neutral	11	20	14
dissatisfied	5	10	7

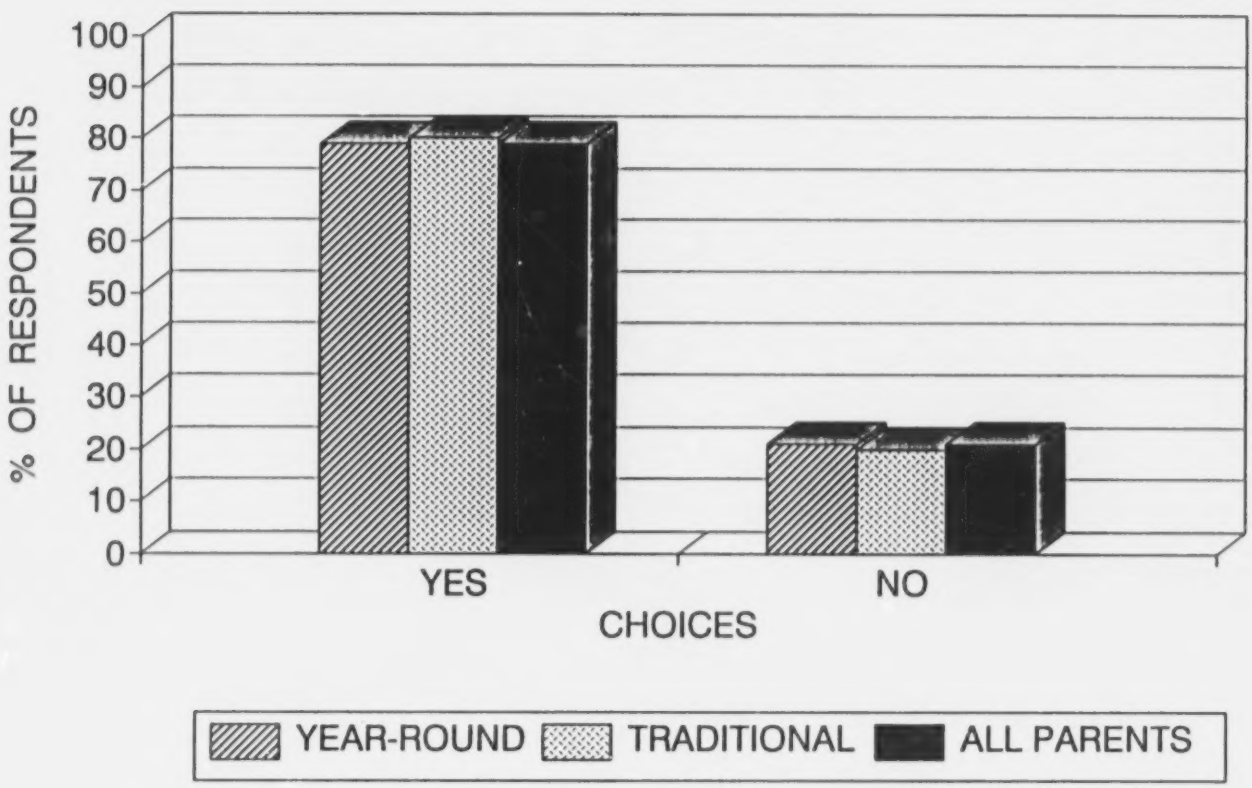
In regards to continued calendar preference, 79 percent of year-round and 80 of traditional calendar parents said, if given the opportunity, they would choose the same calendar again. Graph 11 illustrates continued calendar preference. Chi square was 0.00 (see Appendix E, Table 23).

OVERALL CALENDAR SATISFACTION



GRAPH 10

CONTINUED CALENDAR PREFERENCE



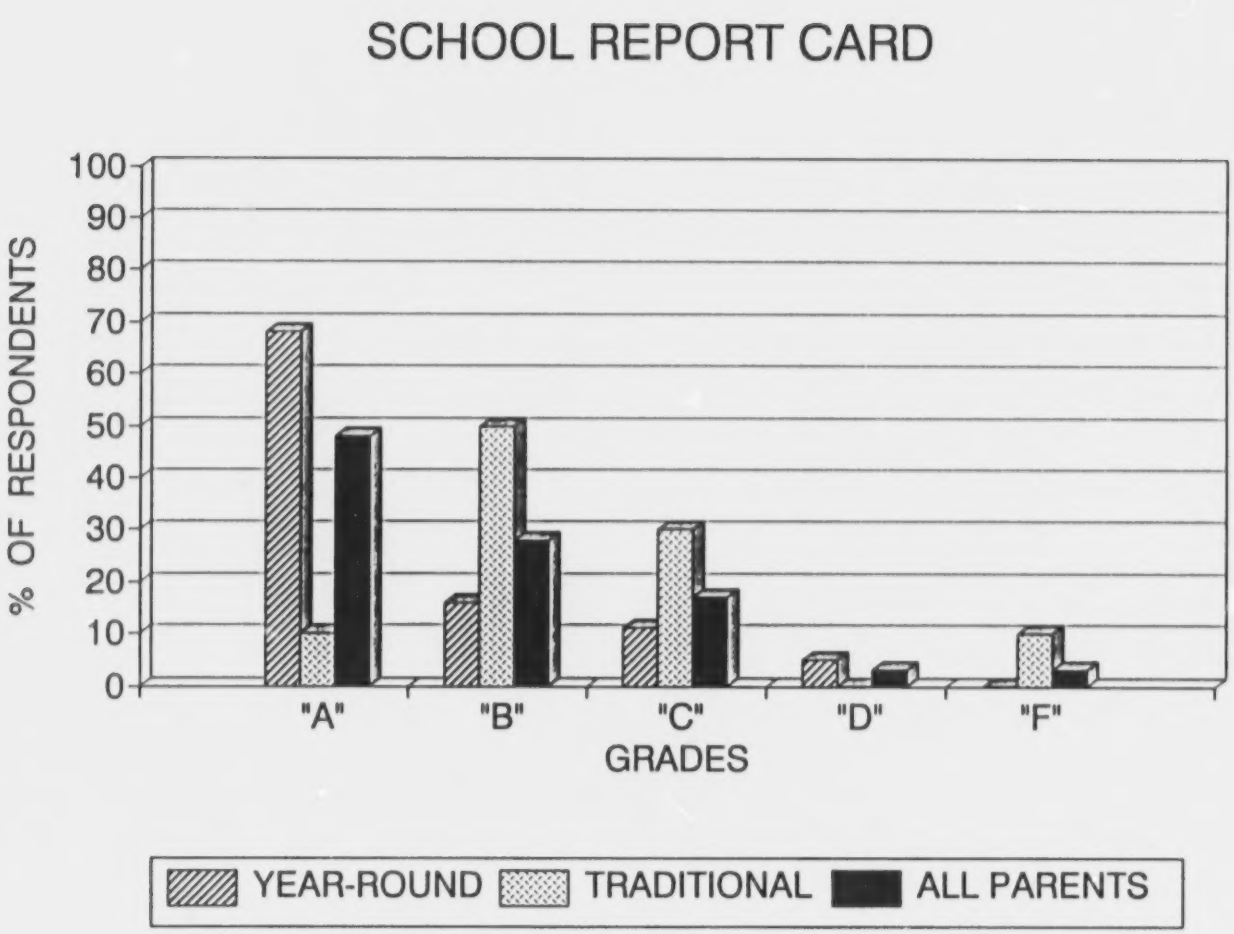
GRAPH 11

Finally, the last question in part one of the opinionnaire asked parents to give the school a "report card". Here there were considerable differences between year-round and traditional calendar parent opinions. While sixty-eight percent of year-round parents rated the school "A" or excellent, only ten percent of traditional calendar parents did so. Sixteen percent of year-round and 50 percent of traditional calendar parents ranked it "B" or above average. If these two figures in the above average range were combined, the results would be 84 and 60 percent respectively, a sizable but statistically insignificant difference. Eleven percent of year-round and 30 percent of traditional parents rated the school "C" or average, and 5 and 10 percent respectively rated it below average to failing. Table 10 and Graph 12 depict the school "report card". The chi square test yields 3.01 in this area (see Appendix E, Table 25).

TABLE 10

SCHOOL "REPORT CARD"

GRADE	% YEAR-ROUND	% TRADITIONAL	% ALL PARENTS
"A"	68	10	48
"B"	16	50	28
"C"	11	30	17
"D"	5	0	3
"F"	0	10	3


SCHOOL REPORT CARD
% OF RESPONDENTS
100
90
80
70
60
50
40
30
20
10
0
"A"
"B"
"C"
"D"
"F"
GRADES
YEAR-ROUND
TRADITIONAL
ALL PARENTS

GRAPH 12

FUTURE PROGRAMS. Part two of the opinionnaire asked parents what programs they would like to see adopted by Conroe I.S.D. in the future. The addition of eight late surveys, for a total of 37 responses, yielded the results illustrated by Table 11.

TABLE 11

FUTURE PROGRAMS DESIRED BY PARENTS

PROGRAM	PARENT:	NO.	%
1.	optional year-round junior highs	29	78
2.	optional year-round high schools	24	64
3.	remediation classes during breaks	17	45
4.	acceleration/advanced studies during breaks	14	37
5.	enrichment classes during breaks	12	32
6.	more than 175 days of instruction	11	29
7.	English as Second Language during breaks	4	10

With 78 percent desiring optional year-round junior high schools and 64 percent desiring similar senior highs, further polling may be indicated. Almost half (45 percent) wanted remediation classes during the breaks, and about one-third wanted advanced studies and enrichment classes. Twenty-nine percent wanted more days of instruction. Surprisingly few parents requested English as a Second

language instruction during the breaks, reflecting a low response rate from Spanish-speaking parents.

REASONS FOR CHOOSING THE YEAR-ROUND SCHOOL. Year-round parents were asked to rank in order of importance five reasons they chose the year-round school. They chose from among nine benefits (reasons). The number one choice was presumed learning retention over the short breaks; number two was quality time alone with one's child; the third was time during the breaks to master difficult subject matter. Reason four was the year-round school as an example for life-long learning. The fifth choice was flexibility in family vacation scheduling. Table 12 summarizes these findings as based on twenty-one respondents.

TABLE 12
REASONS FOR CHOOSING THE YEAR-ROUND CALENDAR

RANK	REASON	WEIGHTED SCORE
1	learning retention	105
2	quality time with child	67
3	learning mastery during breaks	36
4	example for life long learning	29
5	flexibility of vacation scheduling	27

REASONS FOR REJECTING THE YEAR-ROUND SCHOOL. The strongest reason for rejection of the year-round school was having friends or siblings in school when the child would be at home. The second reason was that satisfaction with the existing calendar precluded change. Siblings having different vacation schedules was the third strongest reason

for rejection, with the non-availability of church, camp or community activities during the two week breaks being the fourth. The fifth reason for not choosing the year-round calendar was the fear that change would be disruptive to the child. It should be noted that only six parents responded. Table 13 below summarizes, in order of importance with one being the most important, reasons for year-round calendar rejection.

TABLE 13
REASONS FOR REJECTING THE YEAR-ROUND CALENDAR

RANK	REASON	WEIGHTED SCORE
1	at home without friends/siblings	25
2	already satisfied, no reason to change	19
3	difficulty of vacation scheduling	17
4	non-availability of church, camp, community activities during breaks	15
5	change would be disruptive to child	12

PARENT COMMENTS. Parent comments were invited. Some parents noted their children seemed to have better learning retention and learning readiness after the two week breaks, and more special projects which they enjoyed doing. Others liked the ability to take short vacation trips at various times of the year apart from the hot summer months. Still others voiced a desire to see the year-round school continued in junior high school. The parent comment section concluded the survey.

CHAPTER IV
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY OF FINDINGS

Calendar related perceptions and attitudes which determine school calendar satisfaction may be summarized in four areas: (1) "interference" indicators or those areas where the calendar is thought to interfere with family routines and scheduling, or with pupil attendance and participation in school related activities, (2) student indicators in areas such as achievement, challenge, and enjoyment, (3) parent indicators related to communication, planning, calendar choice and overall satisfaction with the calendar and with the school, and (4) parent desires for future programs, which can also be viewed as perceived wants. Generalizations based on the data presented in the previous section are presented below. They may be generalized only to Conroe I.S.D. schools in northern Montgomery county. In reviewing the findings, one must keep in mind that the generalizations presented here are based on parent recollections and opinions, and consequently, do not necessarily reflect fact. Moreover, they are changeable and may be affected by experience or hearsay. It is, therefore, incumbent upon the district to investigate and measure actual year-round school outcomes. With these outcomes in mind, it will then be in a position to change opinions to the benefit of all.

"INTERFERENCE" INDICATORS. Having examined data among "interference" indicators, the following generalizations may be made:

1. There is little relationship between calendar choice and child care availability. Only 10 percent considered this factor in making a calendar choice.

2. There is no significant relationship between family vacation planning and calendar choice. There was some initial interference (11 percent) among first year, year-round school families, which may diminish as new routines are established. Nevertheless, a limited number of respondents stated anticipated vacation interference as a reason for not using the year-round calendar. Those who used the year-round calendar saw flexibility of scheduling as its fifth most important feature.

3. Lack of planned church, camp and community activities during frequent breaks is not a significant factor in calendar choice at this time. Only 16 percent felt it was a detractor.

4. Flexibility of scheduling professional appointments as a benefit of the year-round school has almost no impact on parent behavior or calendar choice at this time. Regardless of calendar choice, parents remove children from class for doctor or dentist appointments as these appointments become available or needed.

5. There is little difference in participation (10 percent) in school related activities between calendar groups when the "frequently" and "moderately" categories are combined. While there is more year-round participation in the "frequently" category, per Se, this may be attributed to the existence of a large number of actively involved accelerated students in the year-round group during the program's first year.

6. Pupil attendance is perceived as being much better (28 additional percentage points) in the year-round school when the "excellent" category is examined alone. However, there is little difference in perceived attendance rates between calendar groups when the "excellent" and "very good" categories are combined. All parents surveyed believed their child's attendance was good. (Attendance is included in the interference category because it is generally believed that frequent breaks reduce stress, consequently improving health, learning readiness and attendance, while long blocks of instruction contribute to absenteeism.)

PUPIL INDICATORS. Examination of data regarding pupil indicators yields the following results:

1. There is a sizable difference in achievement levels, as perceived by parents, between year-round and traditional calendar students. Thirty seven percent of year-round students were believed to have made mostly "A"s

as opposed to zero percent for traditional calendar students. This phenomenon is probably attributable to the large number of accelerated students in year-round classes, and to the Hawthorne effect. However, when compared to recollection of last year's grades, there is only a 12 percent difference in perceived achievement between year-round and traditional students. Examination of actual student records over stratified samples and time would be in order.

2. There is almost no difference in perceived discipline instances between year-round and traditional calendar groups.

3. Perceived enjoyment of school was much greater for year-round students, when "exceptionally much" and "very much" were qualifiers. Some year-round students (11 percent) did not enjoy school, possibly because of adjustment problems, but this figure was no different than for traditional calendar students.

PARENT INDICATORS. Further examination of data revealed the following generalizations:

1. There is little difference in school-parent communication between calendar groups; fourteen percent more year-round parents felt the school kept them well informed of activities. There is no difference in parent involvement between calendar groups.

2. High to moderate percentages of both calendar groups believe that short, frequent breaks improve student learning retention. Ninety-five percent of year-round parents hold this belief as do fifty percent of traditional calendar parents.

3. Most parents prefer the calendar used by their child and would choose this calendar again if given the opportunity. Approximately 20 percent would switch.

4. Parents of both groups are generally satisfied with the calendar.

5. There are sizable, but statistically insignificant differences, in rating of the school by year-round and traditional calendar parents. Year-round parents gave the school a better "report card" than traditional calendar parents, particularly in the "A to B" range. No year-round parents gave it a failing mark. It should be noted that since parents of year-round students perceived achievement levels of their children to be higher, this may have influenced their opinion of school performance.

6. Parents selected the year-round school for the following reasons, in order of importance: (1) learning retention, (2) quality time with the individual child, (3) learning mastery during breaks, (4) an example for life-long learning, and (5) flexibility of vacation scheduling.

7. Parents rejected the year-round school for the following reasons, in order: (1) children would be at home without siblings or friends during breaks; (2) they were already satisfied with the calendar and saw no reason to change; (3) they foresaw difficulty in scheduling family vacations; (4) church, camp and community activities were not available during the breaks; and (5) they felt change would be disruptive to the child.

FUTURE PROGRAMS. Examination of the survey data reveals the following:

1. A very high percentage (78 percent) of all parents would like to see the availability of optional year-round junior high schools.

2. A sizable percentage of parents (64 percent) would like optional year-round high schools.

3. Many parents (45 percent) desire remediation classes during the breaks or vacations.

4. About one third of the parents surveyed would like enrichment and acceleration classes during the breaks or vacations.

CONCLUSIONS

NULL HYPOTHESIS. Based on the above findings and the chi square scores as tests of significance in the areas of

(1) overall satisfaction, (2) continued calendar preference, and (3) the school "report card", the null hypothesis, "There is no significant difference in parental satisfaction with year-round and traditional school calendars," is accepted. Chi square scores and levels of significance for each of the three categories, in the order listed above, are (1) chi square 0.41 with a 0.82 level of significance, (2) chi square 0.00 with a 0.96 level of significance, and (3) chi square 3.01 with a 0.22 level of significance. Statistical significance at the 0.05 level has not been proven.

However, the latter chi square test reflects a sizeable positive difference in year-round parent approval of school (school "report card"). This difference warrants further consideration by the school district.

RELIABILITY. Conclusions are not reliable because of a small sample size and rate of return (29 percent).

GENERALIZATIONS. Generalizations may only be made for the specific population under study; generalizations to other Conroe I.S.D. schools in north Montgomery county may not be valid due to rapid demographic changes.

OPINIONS. This study reflects opinions of first year participants and others whose children attended the pilot school. Opinions may change with exposure. Therefore, periodic follow up studies are advised.

RECOMMENDATIONS

FOR REPLICATION. The following recommendations are made for replication of this study:

1. Sample size should be larger to better approximate a rate of return which will yield reliable results. Moreover, larger numbers make a more stratified sample possible. With 897 new participants this will be feasible.

2. Dissemination should be through students and students should participate in a parallel survey to assure greater interest and return rates. Non-English speaking parents will be more likely to respond when child translation assistance and involvement is present.

3. The survey should be altered to assure ease of answering, and hence higher response rates. Specifically, it should be shorter and less complex. Ranking questions should not have more than five available choices. Whenever possible, parents should not be asked to recall data from the previous year for comparison purposes.

4. Timing should be extended to allow for follow-up phone calls or mailings. Children should be asked to have their parents fill out the survey so they can return it to their teacher the next day.

FOR FURTHER STUDY. Recommendations for further study include:

1. A follow-up study on attendance of the two calendar groups is recommended.

2. A follow-up study on achievement of the two calendar groups is recommended. This may be further broken down into ability groups and Limited English Proficiency students to determine who, if any, benefits most from the year-round calendar. This information could be used to serve target populations.

3. A districtwide survey of parent support for proposed future programs is recommended. Particular programs favored by the sample group under study here might be considered as options. These include optional year-round junior high and high schools, remediation, enrichment, acceleration and English proficiency classes during the breaks or vacations, and more than 175 days of instruction.

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CHAPTER V

APPENDIXES

LETTER OF TRANSMITTAL

SCHOOL CALENDAR PARENT SURVEY

LETTER OF TRANSMITTAL (SPANISH)

SCHOOL CALENDAR PARENT SURVEY (SPANISH)

TABLES 14-25

LETTER OF TRANSMITTAL

Conroe Independent School District

November 6, 1990

Dear Parents:

The enclosed questionnaire is designed as a follow-up study on the school calendars used by Conroe Independent School District last year.

It's purpose is to assist the district in determining which calendar, the year-round or the traditional nine month calendar, is most satisfactory to parents. It is further designed to ascertain areas in which both calendars were successful and areas of concern so that Conroe Independent School District can better serve your needs and those of your children.

You are being asked to participate in this study because your child was a sixth grader at Crockett Intermediate School during the 1989-90 school year.

Please take a few minutes to answer the survey by using a number two or higher number lead pencil to fill out the enclosed answer card and part II of the survey form.

It is important that you return the answer card and part II of the survey in the self-addressed, stamped envelope provided as soon as possible. Responses must be mailed by November 15th in order to be tabulated for this study.

If you would like a copy of the survey results, please so indicate in the space provided on part II.

Please accept my sincerest gratitude for your time and assistance. Without you, this study would not be possible.

Yours truly,

Geraldine Baker

Geraldine Baker,
Graduate Student

3 enc.

702 North Thompson ■ Conroe, Texas 77301 ■ 409/756-7751 (Conroe) ■ 713/353-9297 (Houston)

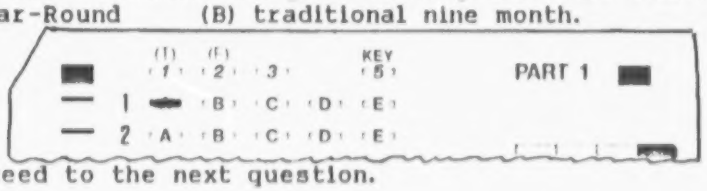
SCHOOL CALENDAR PARENT SURVEY

PART I: MULTIPLE CHOICE

DIRECTIONS: USING A #2 OR SOFTER PENCIL, BLACKEN THE BOX OF THE LETTER OF YOUR CHOICE ON THE ANSWER CARD.

EXAMPLE:
Question number one has been pre-answered for you.
Please observe the example below, then proceed to question two.

1. Which school calendar did your sixth-grade child follow last year?
   (A) Year-Round (B) traditional nine month.



Please proceed to the next question.

2. Are you (A) married (B) single (C) other?

3. Is the head of the household (A) male (B) female?

4. How many school-aged children are in your family?
   (A) one (B) two (C) three (D) four or more.

5. Are any adults at home during the day to care for children?
   (A) yes (B) no.

6. Did last year's school calendar used by your sixth grader interfere with or cause you to change or postpone family vacations?
   (A) yes (B) no.

7. Did your sixth grade child miss out on community based activities such as scouts, camps and church activities because of the school calendar?
   (A) yes (B) no.

8. If the answer to number eight is yes, do you view this as a problem?
   (A) yes (B) no (C) does not apply.

9. Did you have to take your child out of school for doctor or dentist appointments last year?
   (A) yes (B) no.

10. Was child care a factor in choosing the school calendar used by your child last year?
    (A) yes (B) no.

11. Was your child's school attendance during sixth grade
    (A) excellent (B) very good (C) good or average
    (D) below average (E) poor?

12. Do you believe your child was absent from school more days last year than the year before last?
    (A) yes (B) no.

PLEASE TURN OVER PAGE.

13. In which range were your sixth grader's grades for the school year?
(A) excellent (B) above average (C) average (D) below average (E) failing.

14. Do you believe your sixth grade child made better grades last year than in the previous year?
(A) yes (B) no.

15. How challenging was his or her homework in sixth grade?
(A) very challenging (B) somewhat challenging (C) not challenging.

16. How much did your sixth grader particpate in school activities such as clubs and festivals and sports?
(A) frequently (B) moderately (C) somewhat (D) not at all.

17. Do you believe your sixth grader had
(A) more (B) about the same (C) fewer
school discipline problems last year than in fifth grade?

18. How much did your sixth grader enjoy school last year?
(A) exceptionally much (B) very much (C) more than usual
(D) neutral (E) did not enjoy school.

19. Did the school keep you well informed of school activities last year?
(A) yes (B) no.

20. Were you involved in planning school activities last year?
(A) yes (B) no.

21. Do you believe that a schedule of six weeks of instruction followed by two week breaks helps students to remember their lessons better than a schedule of nine months of school followed by a three month vacation?
(A) yes (B) no.

22. Which of the following 175-day school calendars would you prefer?
(A) 9 months of instruction followed by 3 months of vacation
(B) 3 months of instruction followed by 1 month of vacation
(C) 9 weeks of instruction followed by 3 week breaks
(D) 6 weeks of instruction followed by 2 week breaks

23. Would you like your children to attend school for more than the current 175 days per year?
(A) yes (B) no.

24. Overall, how you satisfied were you with last year's school calendar?
(A) very satisfied (B) satisfied (C) neutral (D) dissatisfied
(E) very dissatisfied.

25. If given the opportunity to choose your child's calendar again, would you make the same choice which you made last year?
(A) yes (B) no.

26. If you could issue a report card for the school for last year, what grade would you give?
(A) "A" or excellent (B) "B" or above average (C) "C" or average (D) "D" or below average (E) Failing.

PLEASE PROCEED TO THE NEXT PAGE.

PART II: RANKING
INSTRUCTIONS: PLEASE WRITE ON THIS SHEET AND ENCLOSE IT WITH YOUR ANSWER CARD.

27. PROGRAMS I WOULD LIKE TO SEE IN THE FUTURE:
Place a check mark ✓ next to any programs you would like offered.

_____ remediation or extra help for students during the breaks
_____ English as a Second Languagae instruction during the breaks
_____ enrichment classes during the breaks
_____ acceleration for the purpose of early graduation or advanced studies during the breaks
_____ more than 175 days of instruction
_____ optional year-round junior high schools
_____ optional year-round high schools

28. FOR YEAR-ROUND PARENTS ONLY;
FIVE REASONS I CHOSE THE YEAR-ROUND SCHOOL, IN ORDER OF IMPORTANCE.
Number from 1 to 5, "1" being the most important.

_____ opportunity for individual quality time with my child
_____ flexibility of vacation scheduling
_____ flexibility of doctor/dentist appointments and would not have to take child out of school for them
_____ better retention of learning over two week breaks than over three month summer vacation
_____ more time for my child to prepare school projects
_____ year-round schooling is a good example for life-long learning
_____ more continuous exposure to the English language for my child
_____ frequent breaks would give my child a chance to catch up on school work after illnesses
_____ frequent breaks would give my child a chance to master information he has difficulty with

29. FOR 9-MONTH TRADITIONAL CALENDAR PARENTS ONLY;
FIVE REASONS I REJECTED THE YEAR-ROUND CALENDAR, IN ORDER OF IMPORTANCE.
Number from 1 to 5, "1" being the most important.

_____ My child would be at home when his friends and/or siblings would be in school.
_____ I would have trouble finding child care during the frequent breaks.
_____ All of my children would not have vacation at the same time so family vacation planning would be more difficult.
_____ My child could not attend summer camps or other community and/or religious activities.
_____ Because of the frequent breaks, my child could forget too much of what he or she has learned at school.
_____ I felt a change would be disruptive to my child.
_____ I was satisfied with the nine month calendar and saw no reason to change.

THANK YOU FOR YOUR THOUGHTFUL ASSISTANCE IN THIS FOLLOW-UP STUDY!!!
IF YOU WOULD LIKE TO MAKE ADDTIONAL COMMENTS, PLEASE USE THE BACK.

IF YOU WOULD LIKE TO HAVE A COPY OF THE RESULTS OF THIS SURVEY, PLEASE CHECK HERE _____.

LETTER OF TRANSMITTAL

Conroe Independent School District

Noviembre 9. 1990

Estimado Padre de Familia:

La forma adjunta se envía con el propósito de continuar el estudio realizado por el Conroe Independent School District al calendario escolar.

Su propósito es ayudar al distrito a determinar cual calendario. el de todo el año. o el tradicional de nueve meses es mas acentado por los padres.

Su hijo estuvo en el sexto año en Crockett Intermediate School durante el periodo de 1989-90. Es por eso que le pedimos su cooperación en contestar.

Es importante que regrese la tarjeta y la última hoja de la encuesta con sus respuestas lo antes posible en el sobre que se proporciona..

De antemano acepten mi agradecimiento por su ayuda.

Sinceramente.

Gerry Baker

Gerry Baker

702 North Thompson ■ Conroe, Texas 77301 ■ 409/756-7751 (Conroe) ■ 713/353-9297 (Houston)

BEST COPY AVAILABLE

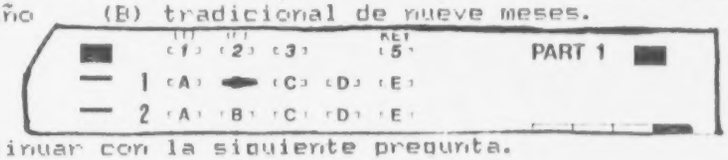
SCHOOL CALENDAR PARENT SURVEY

ENCUESTA SOBRE EL CALENDARIO ESCOLAR

PARTE UNO:
INSTRUCCIONES: USANDO UN LAPIZ DEL #2, MARQUE EL CUADRO DE LA LETRA QUE ESCOJA EN LA TARJETA.

EJEMPLO:
La pregunta número uno ha sido previamente contestada.
Favor de observar el ejemplo y proceda con la segunda pregunta.

1. Cual calendario escolar siguió su hijo en el sexto grado?
(A) todo el año (B) tradicional de nueve meses.



Favor de continuar con la siguiente pregunta.

2. Es usted (A) casado (B) soltero (C) otro?

3. La cabeza de la casa es (A) hombre (B) mujer?

4. Cuantos niños de edad escolar hay en su familia (A) uno (B) dos (C) tres (D) cuatro o mas?

5. Hay adultos en el hogar durante el día para cuidar a los niños? (A) si (B) no.

6. Afectó el calendario escolar seguido por su hijo de sexto grado sus vacaciones? (A) si (B) no.

7. Se perdió su hijo alguna actividad como scouts, campamentos, actividades en la iglesia por estar en este calendario? (A) si (B) no.

8. Si la respuesta al número 7 es si, considera esto un problema? (A) si (B) no (C) no aplicable.

9. Tuvo usted que sacar a su hijo de la escuela para citas con doctor o dentista el año pasado? (A) si (B) no.

10. Tuvo usted dificultad en encontrar quien cuidara a sus hijos durante las vacaciones, influyó esto en su decisión para escojer el calendario? (A) si (B) no.

11. La asistencia escolar de su hijo en el sexto grado fue:
(A) excelente (B) muy buena (C) buena o promedio (D) bajo promedio (E) mala?

12. Siente usted que su hijo estuvo ausente de la escuela mas días el año pasado que el antepasado? (A) si (B) no.

13. Las calificaciones de su hijo de sexto grado por el año son: (A) excelente (B) muy buena (C) buena o promedio (D) bajo promedio (E) reprobado?

14. Siente usted que su hijo de sexto grado tuvo mejores calificaciones el año pasado que el antepasado? (A) si (B) no.

15. Que tan estimulante fue la tarea de su hijo durante sexto grado? (A) muy estimulante (B) algo estimulante (C) nada estimulante.

16. Que tanto participó su hijo de sexto grado en activdades escolares como clubs, festivales, y deportes? (A) frecuentemente (B) moderadamente (C) poco (D) nada.

17. Cree usted que su hijo de sexto grado tuvo (A) mas (B) mas o menos igual (C) menos problemas de disciplina el año pasado que en quinto grado?

18. Cuanto le gustó la escuela a su hijo de sexto grado el año pasado? (A) muchísimo (B) mucho (C) mas de lo usual (D) menos de lo usual (E) no le gustó la escuela.

19. Lo mantuvo bien informado la escuela sobre las actividades escolares el año pasado? (A) si (B) no.

20. Se involucró en la planeación de actividades escolares el año pasado? (A) si (B) no.

21. Siente usted que un calendario de seis semanas de clases seguido por dos semanas de vacaciones ayuda a los estudiantes a recordar las lecciones mejor que un calendario de nueve meses de escular seguido por tres meses de vacaciones? (A) si (B) no.

22. Cual de los siguientes calendarios de 175-dias prefiere?
(A) 9 meses de clases seguidos por 3 meses de vacaciones.
(B) 3 meses de clases seguidos por 1 mes de vacaciones.
(C) 9 semanas de clases seguidas por 3 semanas de vacaciones.
(D) 6 semanas de clases seguidas por 2 semanas de vacaciones.

23. Le gustaría que sus hijos asistieran a la escuela mas de los actuales 175 dias? (A) si (B) no.

24. Dentro de todo, que tan satisfecho estuvo con el calendario del año pasado? (A) muy satisfecho (B) satisfecho (C) poco satisfecho (D) descontento (E) muy descontento.

25. Dada la oportunidad de escojer el calendario para su hijo, escojería usted el mismo que el año pasado? (A) si (B) no.

26. Si usted pudiera calificar a la escuela, que calificacion le pondría? (A) "A" o excelente (B) "B" o muy buena (C) "C" o promedio (D) "D" o bajo promedio (E) "F" o reprobada.

CONTINUA . . .

PARTE DOS:
INSTRUCCIONES: FAVOR DE CONTESTAR ESTA HOJA Y REGRESARLA CON LA TARJETA.

27. PROGRAMAS QUE ME GUSTARIA VER EN EL FUTURO:
Favor de marcar "X" junto a cualquier programa que le gustaria.

_____ ayuda extra para los estudiantes que estan reprobando o atrasados durante las vacaciones.
_____ instrucción de inglés (como segundo idioma) durante las vacaciones.
_____ clases de arte, música, artes manuales, baile, etc. durante las vacaciones.
_____ clases aceleradadas para poder graduarse antes o clases avanzadas durante las vacaciones.
_____ mas de 175 dias de clases.
_____ calendario de todo el año para junior high school opcional.
_____ calendario de todo el año para high school opcional.

28. PARA PADRES DE CALENDARIO DE TODO EL AÑO UNICAMENTE:
5 RAZONES POR LAS CUALES ESCOGI EL CALENDARIO DE TODO EL AÑO, EN ORDEN DE IMPORTANCIA.
Numerar del 1 al 5, "1" siendo el mas importante.

_____ oportunidad de pasar mas tiempo con mi hijo.
_____ flexibilidad para planear vacaciones.
_____ flexibilidad para citas con doctores/dentistas sin necesidad de sacarlos de la escuela.
_____ mejor retención de aprendizaje en un periodo de dos semanas de vacaciones en vez de tres meses de vacaciones.
_____ mas tiempo para que mi hijo prepare tareas y trabajos escolares.
_____ el calendario de todo el año es un buen entrenamiento para el aprendizaje durante la vida.
_____ mas contacto con el idioma inglés para mi hijo.
_____ las vacaciones mas frecuentes le darían a mi hijo la oportunidad de ponerse al corriente despues de enfermarse.
_____ vacaciones mas frecuentes a mi hijo oportunidad de ponerse al dia en las materias en las cuales tenía dificultad.

29. PARA PADRES DE CALENDARIO TRADICIONAL (9 MESES) UNICAMENTE:
5 RAZONES POR LAS CUALES RECHAZE EL CALENDARIO DE TODO EL AÑO, EN ORDEN DE IMPORTANCIA.
Numere del 1 al 5, "1" siendo el mas importante.

_____ Mi hijo estaría en la casa cuando sus amigos y/o hermanos estarían en la escuela.
_____ Tendría dificultad en conseguir quien cuidara a mi hijo durante vacaciones tan frecuentes.
_____ Todos mis hijos no tendrían vacaciones al mismo tiempo y planear vacaciones familiares seria muy dificil.
_____ Mi hijo no podría participar en campamentos de verano, ni en actividades de la comunidad o de la iglesia.
_____ Debido a vacaciones tan frecuentes, a mi hijo se le olvidaría lo que ha aprendido en la escuela.
_____ Siento que un cambio sería perjudicial para mi hijo.
_____ Me siento satisfecho con el calendario de nueve meses y no veo necesidad de cambio.

LE AGRADEZCO SU ATENCION AL LLENAR ESTE CUESTIONARIO.

APPENDIX E

TABLE 14. PERCENTAGE RESPONSES FOR ALL OBSERVATIONS

Total Responding: 29 NR= No Response Date: 11/20/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	19	10	0	0	0	0	29	1.3
	Percent:	66%	34%	0%	0%	0%			
2.	Number:	22	3	4	0	0	0	29	1.4
	Percent:	76%	10%	14%	0%	0%			
3.	Number:	22	7	0	0	0	0	29	1.
	Percent:	76%	24%	0%	0%	0%			
4.	Number:	7	10	8	4	0	0	29	2..
	Percent:	24%	34%	28%	14%	0%			
5.	Number:	19	10	0	0	0	0	29	1.3
	Percent:	66%	34%	0%	0%	0%			
6.	Number:	2	27	0	0	0	0	29	1.9
	Percent:	7%	93%	0%	0%	0%			
7.	Number:	3	25	1	0	0	0	29	1.9
	Percent:	10%	86%	3%	0%	0%			
8.	Number:	3	1	25	0	0	0	29	2.8
	Percent:	10%	3%	86%	0%	0%			
9.	Number:	9	20	0	0	0	0	29	1.7
	Percent:	31%	69%	0%	0%	0%			
10.	Number:	3	25	1	0	0	0	29	1.9
	Percent:	10%	86%	3%	0%	0%			
11.	Number:	14	9	6	0	0	0	29	1.7
	Percent:	48%	31%	21%	0%	0%			
12.	Number:	1	27	1	0	0	0	29	2.0
	Percent:	3%	93%	3%	0%	0%			
13.	Number:	7	9	11	2	0	0	29	2.3
	Percent:	24%	31%	38%	7%	0%			
14.	Number:	11	18	0	0	0	0	29	1.6
	Percent:	38%	62%	0%	0%	0%			
15.	Number:	5	21	3	0	0	0	29	1.9
	Percent:	17%	72%	10%	0%	0%			
16.	Number:	4	12	7	6	0	0	29	2.5
	Percent:	14%	41%	24%	21%	0%			
17.	Number:	3	17	8	0	0	1	28	2.2
	Percent:	11%	61%	29%	0%	0%			
18.	Number:	12	8	1	5	3	0	29	2.3
	Percent:	41%	28%	3%	17%	10%			
19.	Number:	23	6	0	0	0	0	29	1.2
	Percent:	79%	21%	0%	0%	0%			
20.	Number:	3	26	0	0	0	0	29	1.9
	Percent:	10%	90%	0%	0%	0%			
21.	Number:	23	6	0	0	0	0	29	1.2
	Percent:	79%	21%	0%	0%	0%			
22.	Number:	8	0	0	20	0	1	28	3.1
	Percent:	29%	0%	0%	71%	0%			
23.	Number:	10	19	0	0	0	0	29	1.7
	Percent:	34%	66%	0%	0%	0%			
24.	Number:	12	11	4	2	0	0	29	1.9
	Percent:	41%	38%	14%	7%	0%			
25.	Number:	23	6	0	0	0	0	29	1.2
	Percent:	79%	21%	0%	0%	0%			
26.	Number:	14	8	5	1	1	0	29	1.9
	Percent:	48%	28%	17%	3%	3%			

APPENDIX E

TABLE 15. PERCENTAGE RESPONSES FOR YEAR-ROUND OBSERVATIONS

Total Responding: 19 NR=No Response Date: 11/20/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	19	0	0	0	0	0	19	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	15	2	2	0	0	0	19	1.3
	Percent:	79%	11%	11%	0%	0%			
3.	Number:	15	4	0	0	0	0	19	1.2
	Percent:	79%	21%	0%	0%	0%			
4.	Number:	4	6	6	3	0	0	19	2.4
	Percent:	21%	32%	32%	16%	0%			
5.	Number:	10	9	0	0	0	0	19	1.5
	Percent:	53%	47%	0%	0%	0%			
6.	Number:	2	17	0	0	0	0	19	1.9
	Percent:	11%	89%	0%	0%	0%			
7.	Number:	3	16	0	0	0	0	19	1.8
	Percent:	16%	84%	0%	0%	0%			
8.	Number:	3	0	16	0	0	0	19	2.7
	Percent:	16%	0%	84%	0%	0%			
9.	Number:	6	13	0	0	0	0	19	1.7
	Percent:	32%	68%	0%	0%	0%			
10.	Number:	2	16	1	0	0	0	19	1.9
	Percent:	11%	81%	5%	0%	0%			
11.	Number:	11	4	4	0	0	0	19	1.6
	Percent:	58%	21%	21%	0%	0%			
12.	Number:	1	18	0	0	0	0	19	1.9
	Percent:	5%	95%	0%	0%	0%			
13.	Number:	7	6	6	0	0	0	19	1.9
	Percent:	37%	32%	32%	0%	0%			
14.	Number:	8	11	0	0	0	0	19	1.6
	Percent:	42%	58%	0%	0%	0%			
15.	Number:	3	14	2	0	0	0	19	1.9
	Percent:	16%	74%	11%	0%	0%			
16.	Number:	4	7	4	4	0	0	19	2.4
	Percent:	21%	37%	21%	21%	0%			
17.	Number:	2	12	5	0	0	0	19	2.2
	Percent:	11%	63%	26%	0%	0%			
18.	Number:	12	3	0	2	2	0	19	1.9
	Percent:	63%	16%	0%	11%	11%			
19.	Number:	16	3	0	0	0	0	19	1.2
	Percent:	84%	16%	0%	0%	0%			
20.	Number:	2	17	0	0	0	0	19	1.9
	Percent:	11%	89%	0%	0%	0%			
21.	Number:	18	1	0	0	0	0	19	1.1
	Percent:	95%	5%	0%	0%	0%			
22.	Number:	1	0	0	18	0	0	19	3.8
	Percent:	5%	0%	0%	95%	0%			
23.	Number:	7	12	0	0	0	0	19	1.6
	Percent:	37%	63%	0%	0%	0%			
24.	Number:	10	6	2	1	0	0	19	1.7
	Percent:	53%	32%	11%	5%	0%			
25.	Number:	15	4	0	0	0	0	19	1.2
	Percent:	79%	21%	0%	0%	0%			
26.	Number:	13	3	2	1	0	0	19	1.5
	Percent:	68%	16%	11%	5%	0%			

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APPENDIX E

TABLE 16. PERCENTAGE RESPONSES FOR TRADITIONAL CALENDAR OBSERVATIONS

Total Responding: 10 NR=No Response Date: 11/20/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	7	1	2	0	0	0	10	1.5
	Percent:	70%	10%	20%	0%	0%			
3.	Number:	7	3	0	0	0	0	10	1.3
	Percent:	70%	30%	0%	0%	0%			
4.	Number:	3	4	2	1	0	0	10	2.1
	Percent:	30%	40%	20%	10%	0%			
5.	Number:	9	1	0	0	0	0	10	1.1
	Percent:	90%	10%	0%	0%	0%			
6.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
7.	Number:	0	9	1	0	0	0	10	2.1
	Percent:	0%	90%	10%	0%	0%			
8.	Number:	0	1	9	0	0	0	10	2.9
	Percent:	0%	10%	90%	0%	0%			
9.	Number:	3	7	0	0	0	0	10	1.7
	Percent:	30%	70%	0%	0%	0%			
10.	Number:	1	9	0	0	0	0	10	1.9
	Percent:	10%	90%	0%	0%	0%			
11.	Number:	3	5	2	0	0	0	10	1.9
	Percent:	30%	50%	20%	0%	0%			
12.	Number:	0	9	1	0	0	0	10	2.1
	Percent:	0%	90%	10%	0%	0%			
13.	Number:	0	3	5	2	0	0	10	2.9
	Percent:	0%	30%	50%	20%	0%			
14.	Number:	3	7	0	0	0	0	10	1.7
	Percent:	30%	70%	0%	0%	0%			
15.	Number:	2	7	1	0	0	0	10	1.9
	Percent:	20%	70%	10%	0%	0%			
16.	Number:	0	5	3	2	0	0	10	2.7
	Percent:	0%	50%	30%	20%	0%			
17.	Number:	1	5	3	0	0	1	9	2.2
	Percent:	11%	56%	33%	0%	0%			
18.	Number:	0	5	1	3	1	0	10	3.0
	Percent:	0%	50%	10%	30%	10%			
19.	Number:	7	3	0	0	0	0	10	1.3
	Percent:	70%	30%	0%	0%	0%			
20.	Number:	1	9	0	0	0	0	10	1.9
	Percent:	10%	90%	0%	0%	0%			
21.	Number:	5	5	0	0	0	0	10	1.5
	Percent:	50%	50%	0%	0%	0%			
22.	Number:	7	0	0	2	0	1	9	1.7
	Percent:	78%	0%	0%	22%	0%			
23.	Number:	3	7	0	0	0	0	10	1.7
	Percent:	30%	70%	0%	0%	0%			
24.	Number:	2	5	2	1	0	0	10	2.2
	Percent:	20%	50%	20%	10%	0%			
25.	Number:	8	2	0	0	0	0	10	1.2
	Percent:	80%	20%	0%	0%	0%			
26.	Number:	1	5	3	0	1	0	10	2.5
	Percent:	10%	50%	30%	0%	10%			

APPENDIX E

TABLE 17. PERCENTAGE RESPONSE RATES FOR ONE-CHILD HOME OBSERVATIONS

Total Responding: 7 NR=No Response Date: 11/21/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	4	3	0	0	0	0	7	1.4
	Percent:	57%	43%	0%	0%	0%			
2.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
3.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
4.	Number:	7	0	0	0	0	0	7	1.0
	Percent:	100%	0%	0%	0%	0%			
5.	Number:	2	5	0	0	0	0	7	1.7
	Percent:	29%	71%	0%	0%	0%			
6.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
7.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
8.	Number:	0	0	7	0	0	0	7	3.0
	Percent:	0%	0%	100%	0%	0%			
9.	Number:	2	5	0	0	0	0	7	1.7
	Percent:	29%	71%	0%	0%	0%			
10.	Number:	1	6	0	0	0	0	7	1.9
	Percent:	14%	86%	0%	0%	0%			
11.	Number:	3	2	2	0	0	0	7	1.9
	Percent:	43%	29%	29%	0%	0%			
12.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
13.	Number:	2	2	1	2	0	0	7	2.4
	Percent:	29%	29%	14%	29%	0%			
14.	Number:	3	4	0	0	0	0	7	1.6
	Percent:	43%	57%	0%	0%	0%			
15.	Number:	1	4	2	0	0	0	7	2.1
	Percent:	14%	57%	29%	0%	0%			
16.	Number:	2	1	3	1	0	0	7	2.4
	Percent:	29%	14%	43%	14%	0%			
17.	Number:	1	4	2	0	0	0	7	2.1
	Percent:	14%	57%	29%	0%	0%			
18.	Number:	2	2	0	2	1	0	7	2.7
	Percent:	29%	29%	0%	29%	14%			
19.	Number:	5	2	0	0	0	0	7	1.3
	Percent:	71%	29%	0%	0%	0%			
20.	Number:	0	7	0	0	0	0	7	2.0
	Percent:	0%	100%	0%	0%	0%			
21.	Number:	6	1	0	0	0	0	7	1.1
	Percent:	86%	14%	0%	0%	0%			
22.	Number:	2	0	0	5	0	0	7	3.1
	Percent:	29%	0%	0%	71%	0%			
23.	Number:	4	3	0	0	0	0	7	1.4
	Percent:	57%	43%	0%	0%	0%			
24.	Number:	4	1	2	0	0	0	7	1.7
	Percent:	57%	14%	29%	0%	0%			
25.	Number:	7	0	0	0	0	0	7	1.0
	Percent:	100%	0%	0%	0%	0%			
26.	Number:	4	1	1	0	1	0	7	2.0
	Percent:	57%	14%	14%	0%	14%			

APPENDIX E

TABLE 18. PERCENTAGE RESPONSE RATES FOR TWO-CHILD HOME OBSERVATIONS

Total Responding: 10 NR=No Response Date: 11/21/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	6	4	0	0	0	0	10	1.4
	Percent:	60%	40%	0%	0%	0%			
2.	Number:	6	1	3	0	0	0	10	1.7
	Percent:	60%	10%	30%	0%	0%			
3.	Number:	7	3	0	0	0	0	10	1.3
	Percent:	70%	30%	0%	0%	0%			
4.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
5.	Number:	9	1	0	0	0	0	10	1.1
	Percent:	90%	10%	0%	0%	0%			
6.	Number:	1	9	0	0	0	0	10	1.9
	Percent:	10%	90%	0%	0%	0%			
7.	Number:	3	6	1	0	0	0	10	1.8
	Percent:	30%	60%	10%	0%	0%			
8.	Number:	3	0	7	0	0	0	10	2.4
	Percent:	30%	0%	70%	0%	0%			
9.	Number:	3	7	0	0	0	0	10	1.7
	Percent:	30%	70%	0%	0%	0%			
10.	Number:	1	9	0	0	0	0	10	1.9
	Percent:	10%	90%	0%	0%	0%			
11.	Number:	6	4	0	0	0	0	10	1.4
	Percent:	60%	40%	0%	0%	0%			
12.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
13.	Number:	3	4	3	0	0	0	10	2.0
	Percent:	30%	40%	30%	0%	0%			
14.	Number:	1	9	0	0	0	0	10	1.9
	Percent:	10%	90%	0%	0%	0%			
15.	Number:	2	8	0	0	0	0	10	1.8
	Percent:	20%	80%	0%	0%	0%			
16.	Number:	1	5	2	2	0	0	10	2.5
	Percent:	10%	50%	20%	20%	0%			
17.	Number:	0	9	1	0	0	0	10	2.1
	Percent:	0%	90%	10%	0%	0%			
18.	Number:	5	2	1	2	0	0	10	2.0
	Percent:	50%	20%	10%	20%	0%			
19.	Number:	7	3	0	0	0	0	10	1.3
	Percent:	70%	30%	0%	0%	0%			
20.	Number:	0	10	0	0	0	0	10	2.0
	Percent:	0%	100%	0%	0%	0%			
21.	Number:	8	2	0	0	0	0	10	1.2
	Percent:	80%	20%	0%	0%	0%			
22.	Number:	3	0	0	7	0	0	10	3.1
	Percent:	30%	0%	0%	70%	0%			
23.	Number:	1	9	0	0	0	0	10	1.9
	Percent:	10%	90%	0%	0%	0%			
24.	Number:	2	6	1	1	0	0	10	2.1
	Percent:	20%	60%	10%	10%	0%			
25.	Number:	7	3	0	0	0	0	10	1.3
	Percent:	70%	30%	0%	0%	0%			
26.	Number:	3	4	3	0	0	0	10	2.0
	Percent:	30%	40%	30%	0%	0%			

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TABLE 19. PERCENTAGE RESPONSE RATES FOR THREE-CHILD HOME OBSERVATIONS

Total Responding: 8 NR=No Response Date: 11/21/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	6	2	0	0	0	0	8	1.3
	Percent:	75%	25%	0%	0%	0%			
2.	Number:	6	1	1	0	0	0	8	1.4
	Percent:	75%	13%	13%	0%	0%			
3.	Number:	6	2	0	0	0	0	8	1.3
	Percent:	75%	25%	0%	0%	0%			
4.	Number:	0	0	8	0	0	0	8	3.0
	Percent:	0%	0%	100%	0%	0%			
5.	Number:	6	2	0	0	0	0	8	1.3
	Percent:	75%	25%	0%	0%	0%			
6.	Number:	1	7	0	0	0	0	8	1.9
	Percent:	13%	88%	0%	0%	0%			
7.	Number:	0	8	0	0	0	0	8	2.0
	Percent:	0%	100%	0%	0%	0%			
8.	Number:	0	1	7	0	0	0	8	2.9
	Percent:	0%	13%	88%	0%	0%			
9.	Number:	3	5	0	0	0	0	8	1.6
	Percent:	38%	63%	0%	0%	0%			
10.	Number:	0	7	1	0	0	0	8	2.1
	Percent:	0%	88%	13%	0%	0%			
11.	Number:	4	3	1	0	0	0	8	1.6
	Percent:	50%	38%	13%	0%	0%			
12.	Number:	0	8	0	0	0	0	8	2.0
	Percent:	0%	100%	0%	0%	0%			
13.	Number:	1	3	4	0	0	0	8	2.4
	Percent:	13%	38%	50%	0%	0%			
14.	Number:	5	3	0	0	0	0	8	1.4
	Percent:	63%	38%	0%	0%	0%			
15.	Number:	1	6	1	0	0	0	8	2.0
	Percent:	13%	75%	13%	0%	0%			
16.	Number:	1	3	2	2	0	0	8	2.6
	Percent:	13%	38%	25%	25%	0%			
17.	Number:	1	3	4	0	0	0	8	2.4
	Percent:	13%	38%	50%	0%	0%			
18.	Number:	2	3	0	1	2	0	8	2.8
	Percent:	25%	38%	0%	13%	25%			
19.	Number:	7	1	0	0	0	0	8	1.1
	Percent:	88%	13%	0%	0%	0%			
20.	Number:	1	7	0	0	0	0	8	1.9
	Percent:	13%	88%	0%	0%	0%			
21.	Number:	5	3	0	0	0	0	8	1.4
	Percent:	63%	38%	0%	0%	0%			
22.	Number:	3	0	0	5	0	0	8	2.3
	Percent:	38%	0%	0%	63%	0%			
23.	Number:	3	5	0	0	0	0	8	1.6
	Percent:	38%	63%	0%	0%	0%			
24.	Number:	4	2	1	1	0	0	8	1.9
	Percent:	50%	25%	13%	13%	0%			
25.	Number:	5	3	0	0	0	0	8	1.4
	Percent:	63%	38%	0%	0%	0%			
26.	Number:	4	2	1	1	0	0	8	1.9
	Percent:	50%	25%	13%	13%	0%			

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TABLE 20. PERCENTAGE RESPONSE RATES FOR FOUR-OR-MORE-CHILD HOME OBSERVATIONS

Total Responding: 4 NR=No Response Date: 11/21/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
2.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
4.	Number:	0	0	0	4	0	0	4	4.0
	Percent:	0%	0%	0%	100%	0%			
5.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
6.	Number:	0	4	0	0	0	0	4	2.0
	Percent:	0%	100%	0%	0%	0%			
7.	Number:	0	4	0	0	0	0	4	2.0
	Percent:	0%	100%	0%	0%	0%			
8.	Number:	0	0	4	0	0	0	4	3.0
	Percent:	0%	0%	100%	0%	0%			
9.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			
10.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			
11.	Number:	1	0	3	0	0	0	4	2.5
	Percent:	25%	0%	75%	0%	0%			
12.	Number:	1	2	1	0	0	0	4	2.0
	Percent:	25%	50%	25%	0%	0%			
13.	Number:	1	0	3	0	0	0	4	2.5
	Percent:	25%	0%	75%	0%	0%			
14.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
15.	Number:	1	3	0	0	0	0	4	1.8
	Percent:	25%	75%	0%	0%	0%			
16.	Number:	0	3	0	1	0	0	4	2.5
	Percent:	0%	75%	0%	25%	0%			
17.	Number:	1	1	1	0	0	1	3	2.0
	Percent:	33%	33%	33%	0%	0%			
18.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			
19.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
20.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
21.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
22.	Number:	0	0	0	3	0	1	3	4.0
	Percent:	0%	0%	0%	100%	0%			
23.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
24.	Number:	2	2	0	0	0	0	4	1.5
	Percent:	50%	50%	0%	0%	0%			
25.	Number:	4	0	0	0	0	0	4	1.0
	Percent:	100%	0%	0%	0%	0%			
26.	Number:	3	1	0	0	0	0	4	1.3
	Percent:	75%	25%	0%	0%	0%			

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TABLE 21. PERCENTAGE RESPONSE RATES FOR ADULT-AT-HOME OBSERVATIONS

Total Responding: 38 NR=No Response Date: 11/21/90

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	20	18	0	0	0	0	38	1.5
Percent:	53%	47%	0%	0%	0%			
2. Number:	28	2	8	0	0	0	38	1.5
Percent:	74%	5%	21%	0%	0%			
3. Number:	28	10	0	0	0	0	38	1.3
Percent:	74%	26%	0%	0%	0%			
4. Number:	4	18	12	4	0	0	38	2.4
Percent:	11%	47%	32%	11%	0%			
5. Number:	38	0	0	0	0	0	38	1.0
Percent:	100%	0%	0%	0%	0%			
6. Number:	2	36	0	0	0	0	38	1.9
Percent:	5%	95%	0%	0%	0%			
7. Number:	6	30	2	0	0	0	38	1.9
Percent:	16%	79%	5%	0%	0%			
8. Number:	6	2	30	0	0	0	38	2.6
Percent:	16%	5%	79%	0%	0%			
9. Number:	10	28	0	0	0	0	38	1.7
Percent:	26%	74%	0%	0%	0%			
10. Number:	4	32	2	0	0	0	38	1.9
Percent:	11%	84%	5%	0%	0%			
11. Number:	18	12	8	0	0	0	38	1.7
Percent:	47%	32%	21%	0%	0%			
12. Number:	0	36	2	0	0	0	38	2.1
Percent:	0%	95%	5%	0%	0%			
13. Number:	8	12	14	4	0	0	38	2.4
Percent:	21%	32%	37%	11%	0%			
14. Number:	16	22	0	0	0	0	38	1.6
Percent:	42%	58%	0%	0%	0%			
15. Number:	8	28	2	0	0	0	38	1.8
Percent:	21%	74%	5%	0%	0%			
16. Number:	4	16	8	10	0	0	38	2.6
Percent:	11%	42%	21%	26%	0%			
17. Number:	2	[illegible]	12	0	0	2	36	2.3
Percent:	6%	61%	33%	0%	0%			
18. Number:	16	12	2	4	4	0	38	2.2
Percent:	42%	32%	5%	11%	11%			
19. Number:	30	8	0	0	0	0	38	1.2
Percent:	79%	21%	0%	0%	0%			
20. Number:	2	36	0	0	0	0	38	1.9
Percent:	5%	95%	0%	0%	0%			
21. Number:	26	12	0	0	0	0	38	1.3
Percent:	68%	32%	0%	0%	0%			
22. Number:	16	0	0	20	0	2	36	2.7
Percent:	44%	0%	0%	56%	0%			
23. Number:	8	30	0	0	0	0	38	1.8
Percent:	21%	79%	0%	0%	0%			
24. Number:	14	16	6	2	0	0	38	1.9
Percent:	37%	42%	16%	5%	0%			
25. Number:	30	8	0	0	0	0	38	1.2
Percent:	79%	21%	0%	0%	0%			
26. Number:	16	14	6	0	2	0	38	1.9
Percent:	42%	37%	16%	0%	5%			

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TABLE 22. PERCENTAGE RESPONSE RATES FOR NO-ADULT-AT-HOME OBSERVATIONS

Total Responding: 48 NR=No Response Date: 11/21/90

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	29	19	0	0	0	0	48	1.4
	Percent:	60%	40%	0%	0%	0%			
2.	Number:	36	4	8	0	0	0	48	1.4
	Percent:	75%	8%	17%	0%	0%			
3.	Number:	36	12	0	0	0	0	48	1.3
	Percent:	75%	25%	0%	0%	0%			
4.	Number:	9	19	14	6	0	0	48	2.4
	Percent:	19%	40%	29%	13%	0%			
5.	Number:	38	10	0	0	0	0	48	1.2
	Percent:	79%	21%	0%	0%	0%			
6.	Number:	3	45	0	0	0	0	48	1.9
	Percent:	6%	94%	0%	0%	0%			
7.	Number:	6	40	2	0	0	0	48	1.9
	Percent:	13%	83%	4%	0%	0%			
8.	Number:	6	2	40	0	0	0	48	2.7
	Percent:	13%	4%	83%	0%	0%			
9.	Number:	14	34	0	0	0	0	48	1.7
	Percent:	29%	71%	0%	0%	0%			
10.	Number:	5	41	2	0	0	0	48	1.9
	Percent:	10%	85%	4%	0%	0%			
11.	Number:	23	15	10	0	0	0	48	1.7
	Percent:	48%	31%	21%	0%	0%			
12.	Number:	1	45	2	0	0	0	48	2.0
	Percent:	2%	94%	4%	0%	0%			
13.	Number:	11	15	18	4	0	0	48	2.3
	Percent:	23%	31%	38%	8%	0%			
14.	Number:	19	29	0	0	0	0	48	1.6
	Percent:	40%	60%	0%	0%	0%			
15.	Number:	9	35	4	0	0	0	48	1.9
	Percent:	19%	73%	8%	0%	0%			
16.	Number:	6	20	11	11	0	0	48	2.6
	Percent:	13%	42%	23%	23%	0%			
17.	Number:	4	28	14	0	0	2	46	2.2
	Percent:	9%	61%	30%	0%	0%			
18.	Number:	20	14	2	7	5	0	48	2.2
	Percent:	42%	29%	4%	15%	10%			
19.	Number:	38	10	0	0	0	0	48	1.2
	Percent:	79%	21%	0%	0%	0%			
20.	Number:	4	44	0	0	0	0	48	1.9
	Percent:	8%	92%	0%	0%	0%			
21.	Number:	36	12	0	0	0	0	48	1.3
	Percent:	75%	25%	0%	0%	0%			
22.	Number:	16	0	0	30	0	2	46	3.0
	Percent:	35%	0%	0%	65%	0%			
23.	Number:	14	34	0	0	0	0	48	1.7
	Percent:	29%	71%	0%	0%	0%			
24.	Number:	19	19	7	3	0	0	48	1.9
	Percent:	40%	40%	15%	6%	0%			
25.	Number:	38	10	0	0	0	0	48	1.2
	Percent:	79%	21%	0%	0%	0%			
26.	Number:	22	15	8	1	2	0	48	1.9
	Percent:	46%	31%	17%	2%	4%			

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TABLE 23. CHI SQUARE TEST FOR CONTINUED CALENDAR PREFERENCE

Chi-Square: 0.00	Phi: 0.01	Contingency	
Significance: 0.96	Cramer's V: 0.01	Coefficient: 0.01	

Cell Count Row % Column % Total %	Data File: PARENT SATISFACTION		
	1	2	Choose Again Totals
1	16 66.67 80.00 55.17	8 33.33 88.89 27.59	24 82.76
2	4 80.00 20.00 13.79	1 20.00 11.11 3.45	5 17.24
Calendar Totals	20 68.97	9 31.03	29 100.00

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TABLE 24. CHI SQUARE TEST FOR OVERALL CALENDAR SATISFACTION

Chi-Square:	0.41	Phi:	0.12	Contingency	
Significance:	0.82	Cramer's V:	0.12	Coefficient:	0.12

Cell Count Row % Column % Total %	Data File: PARENT SATISFACTION		
	1	2	Satisfaction Totals
2	3 75.00 15.00 10.34	1 25.00 11.11 3.45	4 13.79
1	16 69.57 80.00 55.17	7 30.43 77.78 24.14	23 79.31
3	1 50.00 5.00 3.45	1 50.00 11.11 3.45	2 6.90
Calendar Totals	20 68.97	9 31.03	29 100.00

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TABLE 25. CHI SQUARE TEST FOR SCHOOL "REPORT CARD"

Chi-Square:	3.01	Phi:	0.32	Contingency	
Significance:	0.22	Cramer's V:	0.32	Coefficient:	0.31

Cell Count Row % Column % Total %	Data File: PARENT SATISFACTION		
	1	2	School Grade Totals
3	2 100.00 10.00 6.90	0 0.00 0.00 0.00	2 6.90
1	16 72.73 80.00 55.17	6 27.27 66.67 20.69	22 75.86
2	2 40.00 10.00 6.90	3 60.00 33.33 10.34	5 17.24
Calendar Totals	20 68.97	9 31.03	29 100.00